

# **Woodley C of E (Controlled) Primary School**



*'Inspiring Hearts & Minds'*

## **Curriculum Policy September 2018**

Updated: 25.09.18

## *Mission Statement*

*'Inspiring Hearts & Minds'*

*Woodley Church of England Primary School believes that each person is unique and accepted as a child of God and we value the gifts they bring.*

*We aim to develop a love of learning, placing equal importance upon academic, moral, social, physical and spiritual development.*

*Through strong links with our families and the wider community we aspire to deliver an education which will prepare the children for the opportunities, experiences, responsibilities and challenges of adult life*

***‘The curriculum at Woodley CofE aim to promote a love of learning through engaging, real and practical experiences, which inspire the children to question and explore the world around them independently.’***

#### **Aims**

- We seek the highest standards of attainment for all our children
- We value the breadth of the curriculum that we provide
- To develop a strong set of practical, social and emotional life skills
- We aim to foster creativity in our children, and to help them become independent learners.
- That all our children leave our school with a real love of learning.

#### **Policy Statement**

Our school's 'curriculum' is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum 2014, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each skill based theme sufficient time to contribute to the children's learning. The planning process is central to the effective delivery of the curriculum. Planning takes into account the key skills required in each subject by the National Curriculum as well as children's interests. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross curricular links where appropriate.

We shall meet the needs of individual children by grouping them according to the learning. We tailor the learning opportunities to the child's 'Stage, not age!'

Shared learning opportunities at home, when appropriate, will reinforce or extend class teaching.

# Curriculum Policy Guidance and Procedures.

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(Please also refer to our 'Teaching and Learning' policy)

## Planning.

We plan our curriculum in 4 phases:

Foundation stage  
Milestone 1 (Y1&2)  
Milestone 2 (Y3&4)  
Milestone 3 (Y5&6)

### **Long Term Planning**

Through our long term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our long-term planning has been devised using the Chris Quigley Essentials objectives (Milestones). The planning is directly linked to the [National Curriculum 2014 expectations](#).

### **Medium Term Planning**

Our medium term plans are those that our teachers write on a termly basis. We use these to set out the learning objectives on a week-by-week format, taking into consideration other events on the calendar.

[Click here to view parent topic webs](#)

### **Linking the learning**

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills, and at Woodley CofE every effort has been taken to ensure that the children can see the links in their learning. However, there may be times when skills need to be taught discreetly. We leave the judgement of this to the professionalism of our staff.

## Organisation

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### **Foundation Stage**

The curriculum that we teach in Reception (Foundation stage) meets the requirements set out in the Early Years Foundation Stage Curriculum and builds on the experiences that the children have received in their Nursery settings. Our curriculum planning focuses on the Prime areas of Learning and Specific areas of learning.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities they will develop the Characteristics of Learning.

Our practitioners will assess the skills development of each child constantly, and record this in their 'Learning Journey' books. This assessment forms an important part of the future curriculum planning for each child and is used towards the final assessment against the Early Learning Goals.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **Years 1 – 6**

Subjects are taught:

- In separate lessons
- In integrated cross curricular session linking subjects and topics
- In whole class groups, small groups and individually
- Using the outdoor environment
- Using the wider local environment and external visitors

The teaching style and approach will vary according to the subjects, topic and pupil needs within a teaching week.

Each member of staff has a planned timetable to ensure coverage, however it remains flexible to include opportunities for visiting experts, whole phase events, trips. Further information is contained within the subjects section of this document.

| Subjects Taught KS1 & KS2 |         |           |           |                    |              |
|---------------------------|---------|-----------|-----------|--------------------|--------------|
| English                   | Maths   | Science   | Computing | RE & PSHE          | Music        |
| Design & Technology       | History | Geography | Languages | Physical Education | Art & Design |

## Assemblies

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### **Senior Leadership Assembly**

Covering: Core Values, British Values, Calendar Events, Religious Festivals, Attitudes to learning.

### **Phase Assembly**

Core Value, Phase issues

### **Ministers Assembly**

Christian, Core Values, (See website for Church links)

### **Singing Assembly**

Hymns practise, songs linked to core value, great songs!

### **Celebration Assembly**

Pupil led, Pupil performance, BRIGHT learning awards, House Points, Caught you being good.

## The Wider Curriculum

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The school encourages a broad range of interests. Pupils are currently provided with specialist teaching for German, Music and P.E

During the year, pupils are able to access before school, lunchtime and after school activities. Clubs Section of website Authors, Storytellers, Actors, Artists, Musicians and Religious Leaders are invited to the school, enriching the children's appreciation for the wider community.

## Home Learning

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Children further consolidate their learning through regular homework activities such as: spelling, reading, writing, maths and topic projects. Children and adults are also encouraged to bring things from home linked to topics being taught. We also encourage use of the Eschools learning platform to provide opportunities which expand on learning in school.

## Communication

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We hold 'Meet the Teacher' meetings in the Autumn Term where we discuss the curriculum and how parents can support at home. We also hold Curriculum evenings, Parents' evening and provide end of year reports. Monthly newsletters also outline enrichment activities and curriculum events throughout the year. Information for parents is also available on the [school website](#).

## Assessment, Recoding and Reporting

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Senior leaders, subject leaders and teachers regularly use our school assessment tools to inform planning and develop learning in all subjects. [WCoFE Policies Page](#)

## Subjects and Aims for Pupil Characteristics

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We endeavour to offer all children a rich, stimulating, varied, warm and caring environment where they are taught the national curriculum and develop the skills necessary to play their part in our changing world. We seek to achieve high standards of education for all children. Within a working week of 21 hours the following subjects are covered:

**All subjects have separate guidance documents for staff**

## English

### **Reading**

#### **Aims:**

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.

- Extensive knowledge through having read a rich and varied range of texts.

## **Writing**

### **Aims:**

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

## **Maths**

### **Aims:**

- An understanding of the important concepts and an ability to make connections within mathematics.
- A broad range of skills in using and applying mathematics.
- Fluent knowledge and recall of number facts and the number system.
- The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.
- The ability to think independently and to persevere when faced with challenges, showing a confidence of success.
- The ability to embrace the value of learning from mistakes and false starts.
- The ability to reason, generalise and make sense of solutions.
- Fluency in performing written and mental calculations and mathematical techniques.
- A wide range of mathematical vocabulary.
- A commitment to and passion for the subject.

## **Science**

Several topics each year have a science focus and others have less of a scientific emphasis. Some science sessions, particularly investigations, will be taught discretely. The children are taught to make careful observations, to enquire and eventually begin to make a hypothesis. This is a practical subject where the children enjoy hands-on experiences

### **Aims:**

- The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.
- Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.
- Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.
- High levels of originality, imagination or innovation in the application of skills.
- The ability to undertake practical work in a variety of contexts, including fieldwork.
- A passion for science and its application in past, present and future technologies.

## **Computing**

Computing is a new curriculum area, and covers the computer science aspects of the old ICT curriculum. This is generally taught as a discrete subject although it will still be linked to the topic the children are studying. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas as part of their topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media. Digital Literacy (E-Safety) rules for safety are talked about throughout the year during lessons but in addition to this discrete lessons of Digital Literacy will be taught during PSHE time.

### **Aims:**

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

## Religious Education (RE)

We have planned our own scheme of work using the Discovery materials to ensure the children are taught about a broad range of religions in addition to Christianity. We use SEAL to plan for PSHE. We use SWGfL for Digital Literacy.

Aims:

- An outstanding level of religious understanding and knowledge.
- A thorough engagement with a range of ultimate questions about the meaning and significance of existence.
- The ability to ask significant and highly reflective questions about religion and demonstrate an excellent understanding of issues related to the nature, truth and value of religion.
- A strong understanding of how the beliefs, values, practices and ways of life within any religion cohere together.
- Exceptional independence; the ability to think for themselves and take the initiative in, for example, asking questions, carrying out investigations, evaluating ideas and working constructively with others.
- Significant levels of originality, imagination or creativity, which are shown in their responses to their learning in RE.
- The ability to link the study of religion and belief to personal reflections on meaning and purpose.
- A wide knowledge and deep understanding across a wide range of religions and beliefs.

## Personal, Social and Health Education (PSHE)

SRE – We use Yasmine and Tom for Y6 pupils when learning about Sex and Relationship education.

[Click here to find out more](#)

## History

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.
- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

## Geography

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

## Art & Design

- The ability to use visual language skillfully and convincingly (for example, line, shape, pattern, colour, texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.
- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.

- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skillfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

## Design Technology

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of, up-to-date technological innovations in materials, products and systems.

## Physical Education

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

## Music

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

## Languages

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.



## Key Skills

To find out about our [Non-Negotiables \(Key Skills\) click here.](#)

For more information about the [schools' subject leaders, click here.](#)