



# Great Wilbraham C of E Primary School

Policy title: Curriculum

Date created: April 2022

Date ratified:

Next Review Date: April 2024

Signed:

## 1. Introduction

### 1.1. Definition

Our curriculum encompasses all the planned activities that we deliver in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Great Wilbraham C/E Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills. Our aim is that children achieve their true potential and are prepared for future challenges as life-long learners.

### 1.2. Rationale

Our school curriculum at Great Wilbraham C/E Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives, with Christian values at the core. All areas of our curriculum consider how children can be Caring (Heart), Confident (Head) and Creative (Hands) learners. Research has shown that learners use their head, heart and hands to become all round lifelong learners and we embed this within everything we do.

**HEAD:** our curriculum provides knowledge for children to apply critically in different contexts

**HEART:** our curriculum teaches about diversity and sustainability

**HAND:** our curriculum is creative, engaging and inspiring

### 1.3. Communication

This policy has been created through consultation with staff and impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality before being taken to the Full Governing Body for ratification.

## 2. Leadership and management

### 2.1. Roles and responsibilities

#### **Headteacher**

- To provide a vision for the curriculum with other stakeholders
- To monitor the provision of the curriculum
- To provide curriculum leaders with time to implement strategic decisions

#### **Subject leaders**

- To provide a strategic lead and direction for the subject;
- To support and offer advice to colleagues on issues related to the subject;
- To monitor pupil progress in that subject area;
- To provide efficient resource management for the subject.
- To keep up to date with developments in their subject, at both national and local level.
- To record and update targets and achievements (including data) on the Raising Achievement Plan (RAP).
- To review the way the subject is taught in the school and link improvements to whole-school objectives.
- To review the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.
- To liaise with link governors on the progress of their subject





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- To record how they spend their release time
- To provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.
- To share success with each other and the children.
- To share with parents and governors progress in the subject

## **Staff**

- To teach a broad and balanced curriculum
- To seek advice from subject leaders where necessary

## **Governing Body**

- To be aware of RAP for their designated subjects
- To be aware of key subject foci
- To hold subject leaders and headteacher to account for progress and improvements

### 2.2. Continuing professional development

Staff needs in CPD in relation to the whole curriculum may come through performance management, recognition of a whole school need or through the needs of individual pupils. The subject leaders or teachers may raise areas to develop.

### 2.3. Reviewing and monitoring

This policy will be renewed biennially in accordance with updates on curriculum.

## **3. Teaching, learning and assessment**

### 3.1. Teaching and learning

The National Curriculum provides pupils with an introduction to the essential knowledge that they need in order to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. The aims of our school curriculum at Great Wilbraham C/E Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks in their learning and not be afraid to make mistakes
- Understand and respect diversity
- Be resilient and learn independence
- Access a broad and balanced curriculum that inspires
- Foster a lifelong love of learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be polite and respectful of others
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning

Our Curriculum has been designed to ensure each and every child can achieve their potential by offering stimulating and awe-inspiring learning experiences with Christian Values at its heart.





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It is bespoke to the needs of the pupils at Great Wilbraham C of E Primary, not only by focussing on appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, but by developing individual and collaborative learning experiences, a positive growth mind set, a sense of responsibility and challenges that take them beyond the classroom.

We are a small rural school with a constantly evolving curriculum which responds to the needs of learners and their interests by enhancing learning experiences and raising awareness from the local area to national and global arenas. Thus, we will develop outward looking pupils who are able to engage in learning about themselves and have an understanding of the wider world and its complex cultures.

### 3.2. Organisation and Planning

Our biennial long term planning indicates which subjects are taught to which groups of children in which terms and is organised as Year A and Year B. This ensures that each child has the opportunity to experience the full range of National Curriculum subjects and content coverage over two years. Where possible, staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of Science and the foundation subjects. They include learning intentions and lesson activities with differentiation identified. Each term teachers create a curriculum map to share with parents to inform and encourage family participation.

Our short-term plans are those that our teachers write on a weekly for English, Reading/Phonics and Maths. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson. Teachers also create a timetable for the week.

### 3.3. Monitoring

Planning is monitored by the leadership team to ensure that planning is current. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team, subject leaders and link governors also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed.

SLT and subject leaders feedback to teachers about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Moderation meetings for some subjects are also held as part of our cluster school partnership.

## 4. **Personal development, behaviour and welfare**

### 4.1. Values of our curriculum

Great Wilbraham C/E Primary School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views and needs of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.





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- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

## 5. Outcomes for pupils

### 5.1. Inclusion and equal opportunities

The principles of this curriculum policy apply to all pupils and takes into account pupil's age, aptitude, gender, ethnicity and special educational needs. Individual pupils may need adapting the curriculum to meet their needs but teachers will be aware of the needs of their pupils and adapt accordingly.

### 3.2. Community links

We look to embrace events happening within the community and wider events within our curriculum and always looking to develop and improve our offer.

### 3.3. How pupils articulate their learning

Pupils need to develop knowledge related to the National Curriculum and beyond. In addition to this, we believe children also need to think critically and apply the knowledge in different contexts.

### 3.4. Progress from EYFS to Y6

Every subject has a progression of skills which is related to the National Curriculum. It is the teacher's responsibility to provide children with the opportunity of meeting these expectations and the subject coordinator to monitor the effectiveness of this. Preparing children for their next stage of education is vital in order to support their development.

## 4. Links to other policies

6.1. Assessment

## 7. Appendices

7.1. Curriculum overview – two year rolling programme

