



UNITE – INSPIRE- EXCEL

## **Curriculum Policy**

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**Member of staff responsible  
for this policy in consultation  
with staff and governors:**

**Jo Wilson**

**Governing Body Committee  
responsible for review:**

**Children & Learning**

**Date of next review:**

**Spring 2020**

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## 1. Introduction

Education and learning is a lifelong process. We view our rich, relevant, broad and balanced curriculum as a tool with which to promote an understanding of how to learn, a love of learning, curiosity about, and respect for, the world and its citizens. We are committed to providing enriched experiences which meet the learning and developmental needs of all pupils in order to prepare them with the necessary knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education. Our curriculum approach is underpinned by our strong school ethos which fosters and promotes respect, alongside our schools key values of unity, inspiration and excellence.

### **The Staff and Governing Body of Westfields Junior School believe that the curriculum should:**

- meet or exceed all statutory requirements as set out in the National Curriculum in England Key Stages 1 and 2 framework document;
- provide a framework of rich, varied opportunities for learning that take place in and beyond the classroom;
- provide for intellectual, social, spiritual, moral, physical, personal and cultural development and awareness;
- allow all pupils equal access to the curriculum and meet the needs of all pupils whatever their background, identity and circumstances in line with the 'School Equalities' and 'SEND' Policies;
- foster and develop the partnership of the school with pupils, parents and the wider community.

## 2. Curriculum Aims

The aims of our curriculum are to:

- ✓ ensure that all pupils are given their statutory curricular entitlement and develop the skills, knowledge and understanding necessary for them to feel confident about the next stage of their learning journey;
- ✓ promote high expectations through thoughtfully planned learning experiences;
- ✓ enable all pupils to be literate and numerate who apply their knowledge and skills to real life situations, problems and different contexts;
- ✓ promote a positive attitude and thirst for learning with an understanding that we learn from the mistakes we make so that pupils become resilient learners who enjoy coming to school and acquire a solid basis for lifelong learning building upon;
- ✓ enable all pupils to reflect, be self-evaluative and take responsibility for their own learning in order to experience success, instilling a sense of pride in the learning and achievements of themselves and others;
- ✓ enable pupils to have respect for themselves, high self-esteem and confidence, to be able to live and work co-operatively with others.
- ✓ develop an understanding of right and wrong and of the effect that behaviours and actions have;
- ✓ promote enquiring minds and enables pupils to be creative and innovative so that they develop into independent learners and thinkers who have the ability to find solutions for problems as they arise;
- ✓ prepare all pupils for an increasingly global and technological future;
- ✓ help pupils understand their place in the world and gain a sense of the importance and nature of British values;
- ✓ teach pupils about their developing world, including how their environment and society locally, nationally and globally have changed over time and continues to evolve;
- ✓ enable pupils to be positive citizens in society who respect and celebrate difference and diversity between themselves and others;
- ✓ help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- ✓ teach pupils to have an awareness of their own social, moral, spiritual and cultural development;
- ✓ enable pupils to be healthy individuals who understand the value of being active and having a healthy lifestyle.

## 3. Curriculum Organisation

- We deliver our curriculum through a knowledge rich topic based approach.
- Our curriculum is organised into half termly or termly topics in an integrated approach where relevant coverage through a number of subjects helps pupils appreciate the interrelationships among the different areas of the curriculum and provide a context for learning. However, we recognise that some elements and objectives should be delivered explicitly and time is allocated for this.
- Our aim is to set learning in a meaningful, challenging context and to give pupils the opportunity to make decisions and apply their existing knowledge and understanding as well as develop new skills.

- The subject areas are as follows:  
English (reading, writing, speaking and listening), mathematics, science, computing, art and design, design technology, geography, history, RE, music, physical education and PSHE.

#### **4. Learning Skills**

For our pupils to reach their full potential, key learning skills are promoted throughout our curriculum. The acquisition of these skills enables our pupils to become confident and independent lifelong learners who are equipped for the next stage of their education.

#### **5. Extra-Curricular and Enrichment Activities**

Each term a variety of extra-curricular activities are offered to all pupils. At different times throughout the year these may include (but are not limited to): choir, baking, astronomy, coding, art, football, netball, rugby, young minds and judo.

Trips, visits and other activities in school to enrich the curriculum are offered within year groups. These include two residential visits which take place in Year 4 and Year 6 and aim to promote pupils's social skills, confidence and teamwork, as well as their learning skills and knowledge of associated curriculum areas.

#### **6. Planning and Review**

Our curriculum is planned in three main phases.

- Long term planning indicates the main topic themes to be covered in each half term or term in each year group.
- Medium term planning details the half-termly or termly content that should be delivered in all relevant subjects of the curriculum, alongside key questions and other skills to be developed. These plans are generated from long term planning overviews in order to meet the requirements of the National Curriculum and depending on the needs and interests of the year group at the time. Entries to and exits from themes are carefully considered in order to provide purpose, direction, engaging hooks and memorable experiences to embed learning.  
Medium term plans and progression maps for each subject area enable teachers to plan sequences of learning which ensure that pupils develop their skills as they move through the school in order that they at least meet the end of key stage expectations.
- Short term planning are written having considered the learning style, approach and level of challenge relevant to the individual needs of the class at the time.
- Teachers review the learning and outcomes of pupils in order to plan future learning and keep stakeholders, including parents, informed of pupils' strengths and developments.

The head teacher is responsible for ensuring that pupils receive their statutory entitlement (See T&L Policy for time allocations).

Our curriculum is overseen by the Curriculum Co-ordinator whose role is to oversee processes leading to the effective development of the whole school curriculum. This includes supporting subject co-ordinators and monitoring their roles and responsibilities.

Subject co-ordinators are responsible for monitoring the effectiveness of teaching within their subject area and for supporting other teachers to deliver effective, engaging and purposeful learning.

We continually review the effectiveness of the curriculum which is evolving and enhanced in response to evaluations of its effectiveness and of the needs and aspirations of learners.

#### **7. Feedback for Learning**

- Teachers and other adults will discuss learning and outcomes verbally with pupils.
- Feedback on learning and marking of pupils' recorded outcomes is in accordance with the 'Marking and Feedback Policy'.