



UNITE – INSPIRE- EXCEL

## Curriculum Policy

### Contents

1. Introduction
2. Curriculum Intent
3. Curriculum Organisation
4. Learning Skills
5. Extra-Curricular and Enrichment Activities
6. Planning and Review
7. Feedback for Learning

### Appendix 1: Curriculum Overview

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 2022

Ratified by Governing Body:

Spring 2021

## 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 school's key values of unity, inspiration and excellence. (See Appendix 1 – Curriculum Overview)

### **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.

### **1. Curriculum Intent**

The intention of our curriculum is to:

- ✓ provide purposeful & enriched learning experiences which meet the learning & developmental needs of all our children to enable them to achieve their personal best, addressing any gaps including those as a result of school closures;
- ✓ give every child an understanding of how best to learn, involving them fully in the learning process.
- ✓ promote a love of learning which challenges, motivates, inspires and develops our children's curiosity about, and respect for, the world and its citizens.
- ✓ prepare our children with the necessary vocabulary, knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education and for our ever-changing world.
- ✓ offer a wide range of well-being based and varied extended curriculum opportunities for personal development.

To achieve our curriculum intentions, at Westfields Junior School, we:

- ✓ 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.

## **2. Curriculum Organisation**

- We organise our curriculum into purposefully planned half-termly or termly overarching topics, making meaningful links between subject areas and content whilst recognising that some subjects, units and objectives should be delivered discretely 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.
- Our knowledge rich curriculum is promoted through metacognitive practices and knowledge organisers which are devised for science, geography, history and RE.

## **3. Learning Skills**

For our pupils to reach their full potential, key learning skills are promoted throughout our curriculum. The acquisition of these 7Cs (creativity, craftsmanship, collaboration, communication, curiosity, confidence, commitment) skills enables our pupils to become confident and independent lifelong learners who are equipped for the next stage of their education.

## **4. 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' social skills, confidence and teamwork, as well as their learning skills and knowledge of associated curriculum areas.

## **5. Planning and Review**

Our curriculum is planned in three main phases.










- Long term overviews 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 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 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 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.

## **6. 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'.

 <p><b>Our Curriculum Overview</b> Our curriculum approach is underpinned by our school aims of <b>Unite ~ Inspire ~ Excel</b> Our vision is for a school where everyone in the community is inspired to learn with &amp; from each other, where there is mutual respect &amp; self-belief in the pursuit of excellence for all.</p>	 <p>Our rich, relevant, broad &amp; balanced curriculum has clear intentions:                  &gt; To provide purposeful &amp; enriched learning experiences which meet the learning &amp; developmental needs of all our children to enable them to achieve their personal best, addressing any gaps including those as a result of school closures                  &gt; To give every child an understanding of how best to learn, involving them fully in the learning process                  &gt; To promote a love of learning which challenges, motivates, inspires &amp; develops our children's curiosity about, &amp; respect for, the world &amp; its citizens                  &gt; To prepare our children with the necessary vocabulary, knowledge &amp; skills to be successful, independent &amp; motivated learners in readiness for their next stage of education &amp; for our ever changing world                  &gt; To offer a wide range of well-being based &amp; varied extended curriculum opportunities for personal development</p>	<p>The design, approaches &amp; organisation of both the English curriculum &amp; the Mathematics curriculum have been reviewed, trialled, developed &amp; implemented after considerable research, liaison with local authority consultants &amp; in collaboration with local schools. These subjects are taught in mixed ability classes. In all year groups, there are small group interventions in order to support children in gaining the key skills to become successful readers, writers &amp; mathematicians.</p>  <p>We assess our curriculum using a range of formative &amp; summative assessment tools. We make use of review opportunities, use core subject checklists, progression documents &amp; OTrack to ensure coverage, consistency &amp; progression throughout the school. To validate our judgements, we moderate within our school &amp; with professionals within the locality.</p>
 <p>Subject coordinators &amp; year group teams work closely to create curriculum overviews &amp; long term plans which ensure topics, units &amp; lessons build upon previous learning, are appropriately scaffolded &amp; challenging. We organise our curriculum into purposefully planned half termly or termly overarching topics, making meaningful links between subject areas &amp; content whilst recognising that some subjects, units &amp; objectives should be delivered discretely &amp; time is allocated for this.</p>	 <p>The impact of our curriculum is maximised through quality first teaching which incorporates metacognitive practices, fully utilises our timetable, support staff &amp; resources within the school. All pupils, regardless of ability are challenged to achieve their potential at whatever level that might be. Pupils with additional needs are appropriately supported so that they can experience success &amp; further challenge is given to our more able pupils to ensure they deepen their knowledge, understanding &amp; skills.</p>	<p>Key learning skills (Our 7Cs – Creativity, Collaboration, Commitment, Communication, Confidence, Craftsmanship &amp; Curiosity) have been identified to support our cohorts of children &amp; have been incorporated across our curriculum.</p>  <p>We are well-resourced &amp; place high emphasis upon the safe and responsible use of technology to enhance school life which include iPads, laptops, keyboards, CTouches, IWBs, a green screen &amp; our very own S:Cool Radio Station. We are fortunate to be able to provide our pupils with additional learning spaces e.g. The jungle themed Library, The Room of Boom (a soundproofed flexible learning space), The Nurture Room (used for wellbeing support &amp; ELSA) &amp; The Active Room.</p>
 <p>We recognise &amp; highly value the importance of promoting the spiritual, moral, social &amp; cultural development of our pupils; woven into our curriculum is 'The Respect Charter' which promotes core values of our society.</p>	<p>All subject leaders are given in-house and external professional training &amp; network opportunities to keep developing their own subject knowledge, skills &amp; understanding so they can support curriculum development &amp; their colleagues within the school. In addition to this, 'Blog of the Week', provides regular updates in educational matters and current school priorities.</p> 	<p>Creative weeks, whole school special events (sporting, creative &amp; academic), workshops, day trips, residential visits, external resource providers &amp; other opportunities within &amp; beyond school all enrich &amp; develop the children's enjoyable engaging learning experiences. Before, during &amp; after school clubs extend these opportunities further. Our outdoor environment &amp; the local area are considered valuable opportunities for active learning for all our children.</p> 
<p>Underpinning our curriculum is our focus on supporting our children with their well-being. Through a wide range of learning experiences, roles &amp; responsibilities, our pastoral support &amp; use of myHappyMind, children have opportunities to: reflect, set personal targets &amp; develop positive learning attitudes. They are &amp; encouraged to have high expectations as well as a sense of responsibility to enable them to become happy, healthy, successful citizens of the future.</p> 