

Curriculum Policy

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Preparing children for life



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Fundamental Principle

We believe that all young children want, and are entitled to learn. This learning will take place most effectively when the child is:

- Happy
- Stimulated by their surroundings (including the learning environment, the subject matter and the teacher)
- Challenged by work set at an appropriate level

Our Curricular Aims

1. We aim to provide a broad, balanced curriculum for all children. In the Nursery and Reception, children follow the Foundation Stage Curriculum, whilst from Year 1 we follow the National Curriculum, to which we add a range of subjects to enrich learning.
2. We aim to ensure that our curriculum encourages children to have regard for their spiritual, moral, cultural and physical development. This is delivered through our PSHE lessons and assemblies. This aim is also realised by the way in which we conduct ourselves and interact with each other and with the children on a daily basis. Promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs contributes towards the provision of SMSC.
3. We aim to provide a safe and stimulating learning environment that is conducive to academic development, in which every single child feels valued and feels able to contribute to the work of the class.
4. We aim to encourage each child to strive for personal excellence, academic and otherwise, at whatever level of attainment that may be. This includes sporting, musical, artistic or dramatic ability. To this end, as children progress through the school, we increase the amount of lessons taught by staff whose responsibility is to focus on specific subjects.

The following procedures are in support of these aims.

Subjects

Nursery and Reception children follow The Early Years Foundation Stage (EYFS) framework. Children have frequent access to the outdoor areas and experience a wide range of activities in each of seven areas of learning. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas, are: Communication and Language, Physical Development, and Personal, Social and Emotional Development. Children are also supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Literacy, Mathematics, Understanding the World, and Expressive Arts and Design.

The School uses a phonics scheme 'Read Write Inc' which is introduced in Nursery and also used in Reception and Year 1. Children are grouped across their year group in Reception and Year 1 in terms of their reading progress. This allows them to read at their own level during grouped sessions. They are able to progress at their own rate and can change group according to progress.

For pupils in Years 1 to 6, the curriculum includes all subjects of the National Curriculum including French. Additionally, Reasoning is taught in Years 4 – 6. The Curriculum is enriched by optional clubs such as Ballet, Speech and Drama, Jazz Dance, Chess Club, Orchestra, German and STEM Challenge. There are residential visits for pupils in Year 4, Year 5 and Year 6. Also, visitors to school bring many exciting opportunities for pupils, for example, in the arts. In addition, enrichment days are held with a specific focus.

There is a programme of Personal, Social, Health and Citizenship Education and it is taught as a discrete subject in some classes. At other times it is taught through activities, such as assemblies and in Science lessons.

Specialist Teaching

All pupils from Nursery upwards have the benefit of subject specialist teachers for Music and Physical Education. Additionally, in Year 4 there are specialist teachers for Science and Art.

Children in Year 5 and Year 6 are taught all lessons by subject teachers. However, each class has a class tutor so that they are still able to have a central figure to whom they can turn for pastoral or practical help.

Schemes of Work

Class teachers/subject co-ordinators produce Curriculum Summaries each term giving a broad outline of what work will be covered. Curriculum Summaries are distributed to parents in the first week of each term. Long term plans are reviewed yearly to ensure even curriculum coverage. Weekly planning is produced using different templates for core subjects and foundation subjects. Weekly planning details the learning objectives and success criteria for each lesson. Reference is also made to differentiation and the use of support staff. Teachers evaluate how much progress has been made, highlighting those children not achieving, children needing extension in the following session etc.

Teaching

We implement a range of teaching methods in support of our aims. These include teacher exposition, working from text books, worksheets, use of Interactive Whiteboards, use of computers and the Internet, visiting speakers, class discussion, question and answer sessions, investigative work, stories, iPads, the use of live and recorded music, trips and residential visits. An important element of teaching at Windlesham School is the very good relationship formed between children and staff.

Learning

We appreciate that children learn at different rates and in different ways. We therefore endeavour to offer children a rich variety of opportunities so that they can learn by seeing, speaking and listening, investigating, playing or visualising. Different subjects obviously lend themselves more readily to some of these types of learning. Within each class, whole class teaching, group work and individual work are used where and when appropriate. Work is differentiated according to pupils' ability.

Our most able pupils are challenged to develop their ideas and understanding further through extension work, while those children with particular learning difficulties, including those on the SEN register or any child with an EHCP, are given appropriate support, in consultation with the SENCO. Individual learning plans are in place for all pupils with different levels of need. They are detailed and show clearly how pupils' individual targets are to be met. We also have links with external bodies who offer support and advice to help all children access the curriculum.

Support in class is provided by teaching assistants and higher level teaching assistants throughout the school. In Key Stage 1 there are 2 teaching assistants in each of the Reception and Year 1 classes. There is a shared teaching assistant in Year 2. A Phonics Leader and Learning Support Teacher works with KS1 as a key Read Write Inc support worker. In Key Stage 2, there is a higher level teaching assistant providing support and extension in Years 3 and 4. In Years 5 and 6, there is a teaching assistant in a similar role. In addition, there is an HLTA working across KS2 delivering interventions and support/extension. Where a child shows a particular strength in a curriculum area further opportunities are provided to develop this strength. As well as a differentiated classroom environment where children are supported and challenged, additional challenge through individual or small group extension work is provided. Each term, different children in each year group work with an HLTA for an hour per week, for a minimum of 6 weeks. This work focusses on a

(Maths/English/Science) project, based, where possible on children's interests, but guided by the HLTA. Additionally, teachers, in some instances, are able to offer further support in class.

It is important to note that not all learning takes place in the classroom. Our programme of extra-curricular activities, trips and speakers contribute greatly to their opportunities for learning about the world and their place within it, and within our community.

Assessment and Tracking

Our children are assessed regularly. Formative assessment, via observation, marking, discussion, questioning, etc, takes place daily. Pupil progress is tracked and individual targets are set. Individual and small group interventions are established based on current assessments and tracking. Learning Journals are kept in Nursery and Profiles are completed for Reception children. EYFS profile results are collated and submitted at the end of Reception. There are two interim assessments which are reported to parents during the Autumn and Spring terms in the form of grade sheets (Year 3 upwards). On the basis of these assessments pupils are set short term targets. National tests measure pupils' attainment in Reading, Spelling, Writing and Mathematics. Annually, older children sit exams and the results are sent to parents in the end of year report. Topic tests are set in many subjects, and there are half-termly Maths and English assessments for all children in Year 1 and above and Science in Year 3 and above. The aim of all our assessments is to find out what our children can and cannot do, and to amend our planning and teaching accordingly. Marking has the purpose of encouraging, explaining and challenging. Pupil progress meetings are held every term to discuss the progress of individual children and the effectiveness of individual and small group intervention programmes.

Training

There are regular INSET sessions throughout the year related to different curriculum areas. There is a programme of internal professional development meetings each term. Staff are able to attend courses run by Brighton and Hove Educational Authority and City Alliance Schools Training. In addition, staff will now be able to take advantage of the Independent School's Association training programme. When staff attend external courses, they share any new knowledge or expertise, in curriculum or general staff meetings.

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Appendix A – Planning Procedures

From the start of the Spring second half-term 2018, planning at Windlesham will move to a new model, including two types of plans.

Level 1: **Yearly Curriculum Map**

Each subject will map out an overview detailing the key topics and focus areas for each term of the year. The overview for each subject will be carried out by the coordinators in the first half of the Spring term and will be collated on a single document for all staff to access. This overview will allow all staff, to see links with other year groups and other subjects and to ensure that a steady progression is maintained throughout the school.

Coordinators will begin to complete the overview at the January Inset day and be expected to complete it by half term.

Level 2: **Weekly Planning**

- Teachers of core subjects will be required, by the beginning of the Spring half term 2018, to transition to the Core Planning Template.
- Teachers of foundation subjects will need to transition to the Abbreviated Planning Templates by the same time. This includes teachers of Humanities, French, Art, ICT and Music.
- PE, swimming and Games plans will need to be on the PE Planning Template.

Whether plans are for core subjects, foundation subjects or PE, they should always be completed by the Monday morning of the week the lessons refer to and saved in the Teacher's hub on the link below so that they are available ahead of lessons as required.

T:\Windlesham School Teachers' Hub\Academic\Planning

Appendix B – Curriculum Overviews

T:\Windlesham School Teachers' Hub\Academic\Planning\Planning 2017-18\Planning\Long Term Planning\2017-2018

Appendix C – Core Subject Planning Template

T:\Windlesham School Teachers' Hub\Academic\Planning\Planning 2017-18\Planning

Appendix D – Foundation Subject Planning Template

T:\Windlesham School Teachers' Hub\Academic\Planning\Planning 2017-18\Planning

Appendix E – PE/Games Planning Template

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Appendix F – Curriculum Summaries

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