

WINGROVE PRIMARY
SCHOOL



Policy Statement for
Curriculum – Teaching and Learning

Subject leader: Trish West
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Curriculum Policy

Intent

The curriculum at Wingrove Primary School is designed to provide inspirational learning experiences where the pupils will develop skills, alongside knowledge across the curriculum.

Our curriculum is intended to-

- promote a positive culture which enables all pupils to excel and reach their full potential academically, physically, emotionally and socially;
- engage and motivate our children, encouraging love of learning and enquiry;
- develop children who are resilient and curious;
- develop in our children, the ability to question, discuss rationally, apply themselves to challenging tasks;
- enable pupils to acquire knowledge, understanding and skills across the curriculum;
- build on prior knowledge and learning, developing a deep understanding of the concepts taught;
- encourage collaboration, co-operation and sharing of ideas;
- allow the children to use spoken language, a wide vocabulary, reading, writing and maths skills across the curriculum;
- promote a culture and ethos of excellent behaviour so our children become thoughtful, caring and active citizens both in school and in wider society;
- prepare our children for life in modern Britain through embracing our Wingrove Values (British values), celebrating diversity and promoting a culture of equality and respect;
- ensure children are fully informed so they make positive choices about healthy eating, fitness, keeping safe and their emotional well-being.

Implementation

Based on sound research, the curriculum at Wingrove has been planned in order to immerse the children in thematic, enquiry based projects with authentic outcomes and purpose. Curiosity and motivation lie at the heart of our curriculum and is based CHoM (creative habits of mind- Lucas 2016), creating children who are:

- inquisitive;
- imaginative;
- persistent;
- collaborative;
- disciplined.

(Our Star of the Week celebration is based around these themes, where each week we celebrate children who have demonstrated one of these traits.)

Each year group theme is constructed around a class novel or story and a philosophical style question. The themes begin with the recognition that many aspects of knowledge are strongly related to each other and provide experiences that are broad and rich enough in detail to enable children to connect their learning with real life.

This will allow our children to make significant connections between skills, knowledge, events, people, places, 'things'. However, in order for our children to make the connections between the shared subjects, skills and knowledge are explicitly taught.

An important part of the thematic approach is helping the children understand the disciplinary knowledge required for each subject. We explain the subject domain of the learning e.g. history. We then, explicitly teach how subject experts think and talk.

To support this teaching, we use such phrases as,

“ Today we are going to think and speak like a geographer.”

We use stem sentences to support the children's oral and written responses to the learning. Examples of geographical stem sentences are :

- I know that ... because I observed ...
- I believe there is a pattern of
- A sustainable solution would be ...
- It is thought that the main cause of... was ...and
- It is clear that the following factors have contributed to ...

Research into children's achievement, neuroscience and psychology of learning continually demonstrates that the significance and relevance of knowledge to the children is a key factor in them demonstrating deep understanding. Our children are taught and encouraged to integrate learning experiences into their schemes of meaning so as to broaden and deepen their understanding of themselves and the world. The pupils are engaged in seeking, acquiring and using knowledge and skills in a meaningful, relevant way.

Planning

The content of our curriculum follows the programmes of study related to the National Curriculum.

Alongside the National Curriculum, other content and context of the themes may come from the following:

- ◆ interest of children or teachers;
- ◆ a significant local, national or world event;
- ◆ a stimulus of a direct experience e.g. a trip undertaken by a child or teacher.

The teacher will plan:

- ◆ the knowledge and skills the children are expected to learn and develop;
- ◆ how the children will develop these skills and knowledge;
- ◆ the context through which they will learn;
- ◆ how to use reading, writing and maths to communicate their learning;
- ◆ first hand experiences to support the learning;
- ◆ an engaging hook to begin the theme;
- ◆ an authentic outcome;

- ♦ opportunities to rehearse and consolidate skills and knowledge taught in previous weeks, terms and year groups in order to establish deep understanding and knowledge embedded in long term memory.

We are School Of Sanctuary and are involved with the Global learning through the Connecting Classrooms programme. The seventeen Sustainable Development Global Goals create focus for this and are woven through the curriculum, where appropriate, across the whole school.

Examples of our philosophical questions?

- ♦ Does adversity always make you stronger?
- ♦ Is travel always beneficial?
- ♦ What makes us human?

Examples of our thematic planning:

Y2 How does the sea change?

The hook is a visit rock pooling to St Mary's Lighthouse.

Class books- The Whale's Song – Dyan Sheldon; The Storm Whale by Benjii Davies and Peter's Place by Sally Grindley

Visits- St Mary's Lighthouse

Through this theme the children learn about:

- ♦ coastal habitats and the living things within these habitats(Science);
- ♦ the effects of pollution and how we can help solve the pollution problem (geography/PHSCE/SMSC);
- ♦ locating places on maps (geography);
- ♦ measuring distance and timing events (maths);
- ♦ using collage to create a sea picture (art)

There are lots of opportunities for speaking, listening, reading to learn (research) , learning to read (reading skills such as skimming and scanning) and writing for real purpose e.g. a letter to one of the characters from The Whales' Song

Authentic outcome/purpose is to write a letter to the council to suggest they have more rubbish bins in the area.

Y5 Does adversity always make us stronger?

The hook is a range of pictures, statistics, photos, quotes, extracts from a range of texts and documents related to the theme. The children make an initial response to the sources of questions and comments.

Class Novel and stories – Wonder BY PJ Palacio

Through this theme the children learn about:

- the impact of disability.
- effects of conflict across time and across the world
- impact on people and places of natural disaster such as earthquakes and volcanic eruptions

English and Maths

These subjects are taught as discrete lessons in the morning. However, we always ensure the children are applying reading, writing and mathematical skills to the wider curriculum with a clear purpose in mind.

Opportunities are planned so the children can rehearse and consolidate the skills and knowledge taught in maths and English lessons. Teachers plan extended pieces of writing based on their themes e.g. a non – chronological report on bats; explanation text on the water cycle.

Reading across the curriculum is vital so the children are 'reading to learn' as well as practising the reading skills such as reading stamina, skimming and scanning.

Examples of this will be based on a question such as, '*What were the symptoms of the Black Death?*'

Aspects of the maths curriculum will be consolidated through the creative curriculum in a variety of ways e.g. statistical analysis of weather graphs.

Other curriculum content will be taught discretely, across the year, if there are no obvious, tangible links to other areas of the curriculum. We do not create nonsensical links between the learning as this will not support the children's understanding of concepts or help to embed knowledge in the long term memory. For example, much of the music curriculum is covered through the Charanga music programme.

Impact

Assessment

At Wingrove we are continually assessing our pupils and recording their progress.

Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress.

Assessments are a crucial part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes. Marking provides children with clear information on where they have achieved the learning objective (highlighted in green) and how they can improve (highlighted in pink).

Progression in Skills and Knowledge

The **Knowledge and Skills Grids** are used to ensure that there is a clear progression of skills, substantive and disciplinary knowledge taught and learned across each year group.

These grids means each teacher had good understanding of what has been taught in the previous year groups. This allows them to plan opportunities to rehearse and consolidate skills and knowledge taught in previous year groups in order to establish deep understanding and embed knowledge in long term memory.

Reporting

All parents receive an annual written report which includes a summary of their child's progress over the year. Parents' consultation meetings are also held each term.

Parents are provided with an assessment and progress card for their child.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

We aim to fully include all pupils within all lessons so that they benefit from listening to and participating with others in demonstration, discussion and explanation. This also ensures these children are receiving a broad and balanced curriculum.

Teachers will, in consultation with the inclusion manager, draw up a support plan for the child, which will describe the provision required in order for the pupils to make good progress and achieve their potential. From this document, the teaching team will plan appropriate learning for all subjects.

There are variety of ways in which the teachers will plan learning so the children can access the curriculum. Examples of how this may be done, includes one or more of the following:

- adult support in a small group or 1:1;
- simplified text;
- modified learning objective;
- variation in outcome;
- pre-task teaching;
- visual support;
- higher level of scaffolding.

Homework

There will be a themed project which the children will be asked to complete over a half term This is an opportunity to rehearse and consolidate the knowledge and skills learned over the term.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in all subjects. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils. We support, encourage and challenge all of our pupils to succeed, whilst instilling strong British values such as tolerance and respect for difference.

More Able Pupils

Children, in nearly all cases will be taught within the appropriate peer group. They are extended through differentiated work and through the application of newly developed skills in varying contexts – this is the mastery approach.

Parental Involvement

At the beginning of each term, all parents are informed of the Creative Curriculum theme, English and Maths units being taught. They are also given a diary of specific events in school. Parents are invited into school on a regular basis so they can participate fully in their child's learning.

Curriculum Enrichment

At Wingrove Primary School, we believe that the academic life of our school should include much more than what happens in the main curriculum.

We offer a wide range of experiences and challenges that enrich our curriculum. This is to ensure that our pupils are inspired to learn outside of the classroom and develop the skills required for the world beyond their primary education.

Through our Curriculum Enrichment programme, we use the talents and experiences of others from outside the school, in combination with the talents and interests of staff within our school, to enrich our pupils' education.

The activities offered vary from the physically challenging and cultural, to school-based activities. We have regular visiting speakers inspiring our pupils in a range of different subjects.

School Council

Our School Council has two members from every class, which ensures that all children are represented and have an opportunity to air their views. The council meets regularly to discuss ideas or issues put forward by their classes and these often contribute to our School Improvement Plan. The council feeds back any findings and decisions to the rest of our school. School Council members are elected by their class each year.

Charity Support

We encourage our children to take part in fundraising for charity, which helps to develop their citizenship and financial skills. Our children enjoy discussing new ideas to raise money. We sponsor a child in South America, enabling her to go to school. We are involved with 'Send My Friend to School' programme, where we campaign, along with the support of our local MP, to encourage governments to do more to support the most vulnerable.

Music tuition

Our children have the opportunity to work with music specialists throughout their school career e.g

- Pocket trumpets
- Recorders
- Piano
- Drums

Educational visits

We believe that learning from first-hand experience is very powerful and provides lasting impact. We support children's learning through educational visits, which are planned to link into topic work at school. We ask for voluntary contributions for these trips and workshops approximately three weeks before the activity takes place. Parents and carers, for whom this would cause financial difficulty, are invited to come and see us, as financial support may be available. All children in receipt of pupil premium are entitled to a 50% reduction in the cost for these visits.

Outdoor Learning

All children in school have a Forest School session every week where they will be developing new skills outside in the school grounds, or they may be using acquired skills in another context. These sessions are led by school staff who have Level 3 Forest School qualifications.

Residential visits

Pupils in Year 6 are given the opportunity to join an 'outdoor pursuits' residential trip. Our residential trip is extremely popular and gives children the opportunity to challenge themselves and be successful in a range of outdoor pursuit activities. This promotes team building skills and raises self-confidence and self-esteem. Our aim is that all children have the opportunity to join this trip and financial support may be available for those who need it. We also arrange camping trips for KS2 pupils.

Visiting experts

We invite many experts into our school to work with our children, including novelists, dramatists, artists, musicians, foreign language experts and representatives from local services. Experts inspire our children to learn through sharing their passion for their subject area, which can raise our children's aspirations for their future careers.

See Head teacher's annual report to Governors for a list of the Curriculum Enrichment experience.