

WINGROVE PRIMARY SCHOOL



Policy Statement for Curriculum

Subject leader: Trish West
Date formulated: November 2019
Date reviewed: November 2021
Approved by GB:
Next review: November 2022

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;
- allow the children to use 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.

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 they are explicitly taught.

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.

Examples of our philosophical questions?

- ◆ Does adversity always make you stronger?
- ◆ Can the arts change the world?
- ◆ Is travel always beneficial?
- ◆ Should some scientific work be stopped?
- ◆ What makes a home?

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 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.

Y4 Is travel always beneficial?

The hook is a range of pictures, photos, quotes, extracts form historical documents and statistics related to the theme. The children respond to the sources with questions and comments.

Visit- Newcastle Keep

Class Novel and stories - Stitch Head by Guy Bass; Beowulf by Michael Morpurgo; The Pied Piper

Through this theme the children learn about:

- ◆ why people invade other countries and the impact of the invasion (history, PHSCE/SMSC)
- ◆ how and why the black death travelled across the world (history,geography)
- ◆ the clean air tax (science, SMSC, geography)
- ◆ Design and make a moving monster (DT)

Authentic outcome/purpose is to present to parents ways in which the population are damaging the planet and ways in which they can do their part to reduce pollution and waste.

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.

Other content may be taught discretely across the year if there are no obvious links to other areas of the curriculum.

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).

The **Knowledge and Skills Grids** are used to assess outcomes across year groups.

Progression in Skills and Knowledge

The **Knowledge and Skills Grids** are used to ensure that there is a clear progression of skills and 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.

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

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the inclusion manager, draw up and individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of simplified or modified tasks or the use of support staff.

Where appropriate a group plan is developed with common objectives and learning targets for a group.

More Able Pupils

Children, are taught in register groups within the appropriate peer group. They are extended through and greater depth activities, problem solving, application of writing skills and knowledge in other contexts.

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.

