

Whitwick St John the Baptist CE Primary School

CURRICULUM POLICY

Agreed by Staff: June 2024

Agreed by Governors: September 2024

Signed (Chair): _____ Date: _____

Statement of Principles

Aims

Our aims are:

- **Grow:** to provide a school community built on the foundations of our Christian values, within which the children feel safe, welcome, included, challenged and nurtured and where they can grow personally, academically, socially and spiritually.
- **Achieve:** to provide a relevant, creative and exciting curriculum where all learners achieve their full potential within our Christian community and are prepared for their future.
- **Bloom:** to ensure that success and difference is celebrated.
- **Repeat:** to ensure that children become lifelong learners and responsible citizens, with the understanding that effort leads to improvement and ultimately the feeling of success.

Intent

Curriculum Drivers and Core Values

| Whitwick St John the Baptist CE Primary School – Who We Are.... | | | | |
|---|--------------------|--|--|---|
| <i>Grow, Achieve, Bloom, Repeat</i> | | | | |
| Intent | Curriculum Drivers | Community and Culture | Communication | Ambition & Opportunities |
| | | Individuals who take pride in their own community and respect and embrace the culture of others. | Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms. | Individuals who are confident in taking the next-step in their education. |
| Intent | Core Values | Christian Values | Life-Long Values | Health and Sport Values |
| | | Trust, Kindness, Honesty, Tolerance, Respect, Love | Perseverance, Concentration, Independence, Team-Work, Making Links, Taking Risks | Self-Belief, Determination, Passion, Team-Work, Respect, Honesty |

Our curriculum is inspired by our Curriculum Drivers.

We demonstrate these drivers with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum.

Our curriculum is rooted in our core values.

We demonstrate these values throughout our curriculum as they are explicitly taught across a range of subjects.

Implementation

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| Implementation | Approaches to learning | Growth Mindset | Individual, group and whole class discussions and activities | Open and closed investigations | Deep level questioning from teachers and pupils | Assessment of Learning | Parental engagement / parent workshops | Assessment for Learning | Homework based on key skills | Reasoning and problem solving in all subjects | Computing embedded across the curriculum | | | | | | | |
| | Wider Opportunities | Residential in Year 2,4 & 6 | | Trips (including place of worship) | | Expert Visitors | | Play Coaches / Bonze Ambassadors | | Extra-Curricular led by staff and external providers | | Participation Sporting Events | | Competitive Sporting Competitions | | | | |
| | | Chaplaincy Team | | House Captains | | School Council | | Playground Pals | | Community visits | | Chicken Keepers | | ELSA | | Gardening | | Warning Zone |
| | Topics | Curriculum topics that support the curriculum drivers of Whitwick St John the Baptist | | | | | | | | | | | | | | | | |
| | | Whole School Theme Weeks | | Vocabulary progression through subjects | | Exciting entrances and exits to topics | | Clear progression of skills and knowledge | | Cross-curricular learning | | British Values Embedded | | Family assemblies to share learning | | Life Education Bus | | |
| | National Curriculum Subjects | EYFS: | PSED | | Physical Development | | Communication and Language | | Literacy | | Mathematics | | Understanding the World | | Expressive Arts and Design | | | |
| KS1 & KS2: | | English | Maths | Science | DT | History | Geography | RE | Art | Music | PE | Computing | French | PSHE | | | | |

Our curriculum is designed to engage our children through a range of approaches to learning. It provides rich opportunities which are diverse, engaging and which promote interpersonal skills, emotional intelligence, teamwork, leadership skills and resilience. Through our topics, we provide further chances for our children to undertake a whole variety of learning experiences.

Impact

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|--------|----------|--|--|---|--|
| Impact | Outcomes | Attainment and progress are at least in line with national standards | Pupils' behaviour and attitudes are excellent. | Pupils have the knowledge and cultural capital they need to succeed in life become responsible, successful citizens | EYFS pupils have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. |
|--------|----------|--|--|---|--|

Through monitoring and evaluation, the intent and implementation of the curriculum will be assessed. Our aims, drivers, values and approaches to learning provide the basis for our exciting curriculum which in turn ignite a love for learning in our children. This together with nurturing a 'growth mindset, means that our children leave our school as happy, resilient, confident and responsible learners who are ready for the next challenge in their education.

Curriculum

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Children should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote the children's engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire children. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the children.

Discovery Learning enables pupil partnership.

- Discovery learning starts with an exciting, engaging 'Entrance' into the topic. This takes the form of an Immersion Day or Immersion Morning or Immersion Afternoon where the children are introduced to the theme. Sometimes this is an external visitor or an activity or an event planned by the year team.
- Then the children complete a topic flashback which will focus on their knowledge of previous facts learnt in geography or history. The flashback page contains substantive knowledge and key vocabulary to be learnt during the topic.
- Next there are a series of lessons which engage the children in meaningful and rich activities, which develop the children's knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered
- To conclude the Discovery Learning, the children will either design and create an end product or exit the theme with a celebration of their learning which will showcase their skills, thinking and learning.
- The topic will be taught between a period of 6-7 weeks.
- Opportunities in the school timetable will be provided for whole school days where the entire school will focus on a theme or subject.

National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- Physical Education
- Religious Education
- Foreign Languages (French)
- PSHE

We recognise and promote the key importance of the core subjects and developing the children's expertise in reading, writing and maths. Embedded within the teaching of these subjects is the development of the children's vocabulary. We aim to activate the children's learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise core subject learning at the expense of a broad and balanced curriculum or children's holistic development, but each should support and enhance the other aspects.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the children's SMSC development through all areas of the curriculum.

Spiritual and moral development is promoted through RE, a range of Collective Worship based on our Collective Worship Values, Open the Book assemblies, our Vicar assemblies and PSHE lessons.

Social development is promoted through a wide range of collaborative learning experiences and opportunities including our Coalville Collaborative Days and sporting events with other schools, Whole School Themed Days, PSHE lessons, Pupil Voice (School Council), community events, (including festivals, year group assemblies and whole school themed weeks) and Celebration assemblies.

Cultural development is promoted through specific projects within our Discovery Learning Topics, RE visits, work with other schools outside our local area, Whole School Themed Days and PSHE lessons.

Roles and responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff.

Subject leaders ensure that all the aspects of the National Curriculum content are covered within the One Page Curriculum Maps and Substantive Knowledge Planning. The Substantive Knowledge Planning are the medium-term plans which have when created by the SLT and subject leader. Subject leaders review the One Page Curriculum Maps and medium-term plans to ensure that children's learning becomes increasingly more challenging and progressive as they move through the year groups. They maintain an overview of standards within their subject.

Subject leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work/ research projects with external colleagues.

Class teachers have the final responsibility to produce class content using the medium-term planning for their children. They also have responsibility for the standards their children achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes an 'Inspirational Learning Community'.

Monitoring and Evaluating

Monitoring and evaluating the provision for children in school is essential if we are to achieve consistently high standards. Dedicated time is allocated for staff to monitor, evaluate and reflect on the practice seen throughout the school.

The Head teacher has the overall responsibility for the quality of provision provided for the children and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks are undertaken by all subject leaders and in partnership with the Curriculum Leader. The Curriculum Leader monitors Foundation subjects through the following activities: learning walks, Discovery book audits and pupil interviews. These

tasks link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. A schedule of monitoring activities will be provided in September for the academic year.

The Head teacher and Curriculum Leader report their findings to the Senior Leadership Team and governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject leaders monitor and evaluate the standards achieved by children. They evaluate the quality of teaching and learning in their subject through a range of monitoring activities which include:

- Informal and formal Performance management lesson observations by the Headteacher
- Co coaching partnerships
- Subject observations by subject leaders – in agreement with teachers
- SEN provision observations both formal and informal by SENCo
- Medium term planning analysis and work sampling
- Pupil interviews
- Pupil progress data analysis and interviews
- Questionnaires – pupils, teachers, support staff, parents
- Teaching Assistant and Learning Support Assistant observations
- Learning walks
- Moderation activities – internal and external
- Collaborative work with other schools
- Attendance levels
- Resource management

Governors are invited to join in with monitoring activities so that they have first-hand experience of the processes involved. Governors meet with relevant subject leaders to see first-hand the range of learning and breadth of curriculum which our children experience.

Feedback will be verbal for monitoring activities. Subject leaders will complete a written summary for their own records which will be shared with the Curriculum leader, DHT and HT. Written feedback will only be provided if concerns are raised in line with the Capability policy. Monitoring outcomes will be reported to the Governing Body through the appropriate committee. A written report will be provided by the relevant link governor.

Continuing Professional Development

Subject leaders take the opportunity to develop their leaderships skills within their subject through a range of opportunities which include external courses, attendance of local school networks and In-service training.

Appendix 1

Subject Leader Monitoring Timetable and Criteria

Wider Curriculum Subjects – Monitoring Rota – Autumn 2024 - Spring 2026

| Subject | Autumn 1 2024 | Autumn 2 2024 | Spring 1 2024 | Spring 2 2025 | Summer 1 2025 | Summer 2 2025 | Autumn 1 2025 | Autumn 2 2025 | Spring 1 2026 |
|-----------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| PSHE | | | | | | | | | |
| PE | | | | | | | | | |
| Languages | | | | | | | | | |
| History | | | | | | | | | |
| RE | | | | | | | | | |
| Music | | | | | | | | | |
| Science | | | | | | | | | |
| Computing | | | | | | | | | |
| DT | | | | | | | | | |
| Art | | | | | | | | | |
| Geography | | | | | | | | | |

Appendix 2

Examples of Knowledge Retrieval

1.5.24 Lesson 3

Five Minute Flashback

Rough Book - Capital letters

Rewrite the following sentence. Add the missing capital letters.

on wednesday, sophie's sister is moving to paris.

Rewrite the following sentence. Add the missing capital letters.

annie and evelyn are throwing her a leaving party.

- 1) How much money is there?



- 2) What is £1 more than £5 and 42p?

- 3) What is £2 less than £5 and 42p?

- 4) 135p = £ and p

Flashback

Name the two longest rivers in the world.

Name two rivers in the UK.