

Whitwick St John the Baptist CE Primary School

CURRICULUM POLICY

Agreed by Staff: March 2021

Agreed by Governors: March 2021

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 Individuals who take pride in their own community and respect and embrace the culture of others.	Communication Individuals who can communicate their thoughts, ideas and feelings in a wide range of different forms.	Confident Individuals Individuals who are confident in taking the next-step in their education.	Ambition & Opportunities Individuals who embrace opportunities and have ambitions for the future
	Core Values	Christian Values Trust, Kindness, Honesty, Tolerance, Respect, Love	Life-Long Values Perseverance, Concentration, Independence, Team-Work, Making Links, Taking Risks	Health and Sport Values 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

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

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

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.
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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 there is a sharing of ideas and a discussion followed by generating questions, which need to be explored or solved through the journey. The children will explain what they already know about the theme and then they generate questions about what they wish to find out. They complete the K (What I Know) and W (What I want to Know) section of the KWL planner in their Discovery books.
- 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 children will reflect on what they have learnt and complete the L (What I learned) section of their KWL planner in their Discovery books.

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 (RE days, Big Q days and Understanding Christianity sessions), a range of Collective Worships 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 Weeks, 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 Weeks 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 Curriculum and Progression Maps. The maps feed into the wider curriculum medium-term plans written by class teachers. Subject leaders review the Curriculum and Progression 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 specific, 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

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 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. 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: lesson views, learning walks, data analysis, book views and pupil interviews.

Class Link Governors come into classes on a regular basis to see first-hand the range of learning and breadth of curriculum which our children experience.

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.