

# Curriculum Policy



## WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

Reviewed Summer 2019

Approved by Governing Body 9<sup>th</sup> December 2019

# Wharton Church of England Primary School Curriculum statement

**Train up a child in the way they should go and when they are old they will not depart from it. Proverbs 22 v 6**

<p>At Wharton Church of England primary School, we are committed to providing first class learning for all our children through a creative curriculum. Children in our school need to be safe and happy in order to achieve their potential. Our mission statement captures our Christian vision as follows:</p> <p><i>Our School is an inclusive Christian community, committed to building futures for all children. A safe environment where everyone is valued, we nurture strong relationships underpinned by our Christian values and we champion children to be the best they can be, empowering all to aim high and achieve their potential.</i></p>	
<p><b>Our church school strives to instill wisdom alongside knowledge and skill, to educate with real hope and aspiration for the future, and to promote a sense of community and living well together with dignity and respect.</b></p> <p><i>Children at Wharton CE will be inspired and challenged through our curriculum. The Intent, Implementation and Impact of the curriculum you can expect from us in-line with the EYFS, National Curriculum and Statutory requirements for your child are as follows:</i></p>	
<b>Intent</b>	<ul style="list-style-type: none"> <li>• Inspire children to be inquisitive lifelong learners.</li> <li>• Engage children in an exciting curriculum that considers local, global and community links.</li> <li>• Challenge children to be aspirational.</li> <li>• Promote a love of learning through carefully planned lessons which allows children to use their knowledge with increasing fluency and independence.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Champion children whatever their need.</li> <li>• Include all children through a variety of learning styles including bespoke interventions and differentiated expectations.</li> <li>• Empower all to aim high through clear expectations for knowledge and progression, thus enabling all children to reach their potential, from their starting points and flourish.</li> <li>• Teach well planned termly topics supported by additional schemes and initiatives, with explicit links to all National Curriculum subjects.</li> <li>• Monitor provision ensuring the highest of standards by leadership at all levels.</li> </ul>
<b>Impact</b>	<ul style="list-style-type: none"> <li>• Measure curriculum success regularly through scrutiny of work, formal and informal lesson observations, pupil voice and class teacher data meetings where progress is monitored and challenged where necessary.</li> <li>• Assess knowledge and understanding daily to inform planning allowing for continued progress and opportunities to work at greater depth.</li> <li>• Track progress through our school data tracking system and end of year assessments in KS1 and KS2, the EYFS, Phonics in year 1 and multiplications tables' tests in year 4 form judgements about whole school attainment.</li> <li>• Report Progress and attainment termly through parent teacher consultation and an end of year written report.</li> </ul>
<p>All of the above ensures a rich curriculum that provides children with an engaging and inspiring education ensuring inclusion for all that is underpinned by our Christian values. This comprehensive curriculum with rigorous assessment for attainment and progress ensures for successful transition at all phases.</p>	

## CURRICULUM POLICY

## **Introduction**

At Wharton C of E Primary School, we deliver a thematic curriculum which is built on a progression model. This embraces an enquiry based approach to learning that allows children to ask questions. Each term teachers plan a variety of cross-curricular activities around a key question or key focus; this could be a book, a picture, a poem, an artefact, a question or a period from History. As a church school we adopt a "What If" approach to learning which helps to develop the Christian distinctiveness of our school by encouraging children to question how their learning can be linked to Christian values, teachings and principles.

## **Aims**

- Cultural Capital - to provide a curriculum that builds on an accumulation of knowledge, behaviours and skills in order to prepare our children to thrive with competence in society.
- Stimulate and develop pupils' interest and enthusiasm for learning.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning, underpinned by the Christian character of the school.
- Planning that takes account of previous achievement, knowledge and skills.
- Appropriate use of technology in modern day society.
- Our multi-sensory inclusive approach provides an exciting and engaging curriculum that builds on knowledge and experiences for all children.

## **Inclusion for All**

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties based on three waves:

Wave One: The effective inclusion of all children in a high quality teaching environment (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. Booster classes, Intervention programmes, Early Literacy support and S&L support

Wave Three: Specific targeted intervention for children identified as requiring special educational needs support and curriculum extension for the Gifted and Talented.

## **EYFS Curriculum**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage which specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice

and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

## **English**

Our intent is for all pupils to be capable readers and writers with the ability to transfer their English skills to other subjects using a wide range of purposeful vocabulary.

Our progressive English curriculum (Pathways to Write) is built on quality picture books, novels, poetry and non-fiction texts, which support children's learning of the necessary skills and knowledge in reading to writing. Whenever possible, these texts will be linked to learning across the wider curriculum.

We encourage the children as readers, to select texts for purpose and pleasure. Books and reading are at the heart of everything we do.

Our aim is to provide timetabled guided reading and independent reading time based around Assessment Focuses that provide progression in learning while identifying next steps.

We intend to enhance and engage learning through activities and events that promote reading for pleasure, including open-door story time events, competitions such as extreme reading and reading detectives, and visits by poets and authors.

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in the Foundation Stage, Year 1 and those in Year 2 and 3 who have not passed phonics screening in Year 1. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. As a school we follow letters and sounds supported by the actions from the Jolly Phonics scheme of work.

## **Mathematics**

Our mathematics curriculum enables all pupils to become fluent with mathematical processes and operations. Children have the opportunity to understand, apply and deepen their ability to recall facts and complete appropriate age related knowledge and skills through, practical enquiries, over practice and applying knowledge in a wide range of scenarios.

Children will be able to reason by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical skills and language.

We want pupils to solve problems by applying their knowledge to a variety of one-step and two-step problems. Pupils will reason problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering to find solutions.

## **Science**

Our children are entitled to be taught the key knowledge and skills in the scientific disciplines of biology, chemistry and physics and to develop an understanding of the world around them at an age-appropriate level and in line with the National Curriculum. We aim to harness children's natural excitement and curiosity and inspire them to pursue scientific enquiry. Throughout the primary years, children should learn to explain and analyse phenomena, make predictions and solve

problems. Teachers should aim to nurture a love for the natural world, excitement for future possibilities in science and provide many opportunities for pupils to respond creatively in their learning.

### **Art**

Our art curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We do this through six main areas, drawing, painting, printing, clay, 3D forms and textiles. These areas will often overlap and work together through the development of a theme.

### **Design and Technology**

In design and technology we promote creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on their daily life and the wider world.

### **Geography**

Through a high-quality geography curriculum, children will be inspired to develop a curiosity and fascination about the world and its people, promoting a deep understanding of people and place. The study of geography empowers children to both explore and understand the world around them at a global, national and local level. Children will develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events and discuss world events in a manner appropriate to their age. As children progress, their learning in geography will support them in making valuable contributions to the economic, social, and cultural life of their communities.

### **History**

Through history, pupils gain a coherent knowledge and understanding of Britain's past of local history and that of the wider world and thus encouraging curiosity about the past. We encourage children to think critically, weigh evidence and develop their own ideas and judgements. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The curriculum will ensure that pupils are able to layer and apply prior and current learning therefore building an understanding of chronology.

### **Music**

Music engages and inspires pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. Music is an integral part of the Christian distinctiveness of our school and is embedded through Collective Worship as well as across curriculum opportunities. Music supports children's self-confidence, creativity, sense of achievement and emotional well-being.

### **PE**

Our curriculum offers high-quality Physical Education that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way that supports their health and fitness and encourages them to lead healthy active lives. We

offer opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. All children receive at least 2 hours of physical education and Year 4 pupils receive swimming tuition.

### **Spanish**

Wharton C of E primary school, in collaboration with local high schools, offers Spanish as part of the curriculum. Learning a language fosters pupils' curiosity and deepens their knowledge and understanding of the world. The teaching enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides children with a foundation for learning further languages, equipping pupils to be able to study and work in other countries later on in life.

### **RE**

Here at Wharton CE Primary School, the aim of Religious Education is to help children acquire and develop knowledge and understanding of Christianity and other religions; to appreciate the way that religious beliefs shape our lives and behaviour, develop the ability to make reasoned and informed judgements about religious and moral issues. We want them to know how Religious Education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life - long learning.

Religious Education is taught in a way that reflects the overall aims, values and philosophy of our school. We follow the Cheshire West and Chester agreed syllabus to deliver an enquiry based curriculum that provides progression and the opportunities to explore other religions as well as Christianity. At Wharton CE primary school, Religious Education plays an important role, along with other curriculum areas, particularly PSHE and Heartsmart, in promoting the spiritual, moral, social and cultural development of our children.

### **PSHCE and Heartsmart**

At Wharton CE Primary School, Heartsmart and reflection are an integral part of our school life. They enable our children to become healthy, independent and responsible members of society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, allowing them to engage with views, beliefs and opinions different from their own. We want our children to be responsible, respectful citizens who understand the importance of our British and Christian Values. We will provide children with opportunities to debate and listen so that they can explain their reasons for their own views and respect those of others.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. There are five Heartsmart principles:

- Don't forget to let love in!
- Too much selfie isn't healthy!
- Don't rub it in, rub it out!
- Fake is a mistake!
- 'No way through' isn't true!

As a school we have adopted the following 12 Christian values:

- Forgiveness

- Friendship
- Courage
- Respect
- Generosity
- Compassion
- Truthfulness
- Service
- Perseverance
- Trust
- Justice
- Thankfulness

The children take part in a values day every half term, members of the clergy team from Christchurch support the children with the Christ like understanding of these values through regular worship and class reflection time.

## **SRE**

School has adopted the 1decision scheme to support the delivery of the statutory requirements for Sex and Relationships Education (SRE).

The key areas of learning area as follows and cover the statutory requirements:

### Relationships Education

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
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### Physical health and mental Wellbeing

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol, and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

## **Computing**

Through our computing curriculum, we will show children how to utilise their computing skills to become confident, creative and independent learners. The use of computing across the curriculum will enable our children to participate in an evolving world, where our work and leisure activities are increasingly transformed by, and reliant upon technology. We will guide children in how to use technology safely, and respectfully, to enable them to play, explore, enjoy, analyse, and present information using their progressively developing computing skills.

### **Extracurricular activities**

At Wharton C of E Primary School we offer a breadth of extra-curricular opportunities that seeks to develop potential in all children that goes beyond the statutory requirements of the curriculum thus enabling children to become proficient and excel in activities individually or as part of a team. The type of extra-curricular activities we offer are:

- Choir
- Sports clubs (for example: running, rounders, multi-skills, football, netball)
- Art
- Craft
- Cooking
- Board games
- Yoga & Wellbeing
- Story-telling and drama
- Arithmetic
- Science
- The Ethos group and School Council

Where appropriate in enhancing the curriculum children may access a residential opportunity. Children also access town wide initiatives with the Winsford Education Partnership (WEP) including the year 5 Christmas Cantata, work with the Poverty Truth Commission, Wellbeing workers within the town, Road Safety Officers, Pupil Forum with a focus on equality and diversity and raising aspirations.

### **Assessment Opportunities**

All subjects within the curriculum will be reported on in the annual report to parents in July including the reporting of KS1 and KS 2 SAT's, The Year 1 phonics screening check and the Year 4 Times Tables check. Parents of Reception children will be informed of their child's progress against the standards for a good level of development (GLD). Attainment and progress will be shared with parents and carers, and a judgement given about whether a child is working below, in line with, or above age related expectation for their year group.

Skill progression will be monitored by middle leaders in school. This is to ensure breadth, depth and adequate teaching of skills that deepens learning and builds knowledge. This means that the curriculum we provide allows children to become proficient with skills and aptitudes in all aspects of the curriculum and will also ensure provision for those children with particular gifts and talents.