

# Woolenwick Junior School

## Curriculum Policy V2

Policy Name	Curriculum Policy
Created by	School
Responsibility of	School Improvement Committee
Reviewed by	MC and RR
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Cycle	3 years
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### Version History

Version	Amendments	Date	Author
V1	Reviewed	September 2011	RR
V2	reviewed	January 2017	MC

### Introduction

- The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development.
- It includes both the formal requirements of the National Curriculum and the range of extra-curricular activities that the school organises in order to enrich the experience of the children.
- It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.
- We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### Values

- Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- At Woolenwick Junior School, we have entwined the National Curriculum with our core values, which are that:
  1. We aim to provide a safe, secure and high challenge, low stress environment where everybody feels valued and is stimulated to become an active learner

2. We will ensure positive relationships build self-confidence and self-esteem and enable everyone to acquire the knowledge, understanding, skills and perseverance to become enthusiastic individual learners.
3. We will encourage everyone to value themselves, others and their environment, respecting all races religions and ways of life.
4. We will provide the support training and monitoring necessary to ensure that teaching staff can deliver an active, carefully planned learning experiences based on high expectations and careful assessment of children's needs.
5. We will provide a broad and balanced well structured curriculum that will enable children to achieve maximum personal progress and produce work of their highest standard.
6. We will work in partnership with pupils, parents/carers, other schools and other agencies to promote positive learning attitudes.

### **Aims and objectives**

- In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual talents and personal qualities.
- The main aim of the curriculum at Woolenwick Junior School is to build the children's confidence and skills in the critical skills of problem solving, decision making, leadership, communication, creative thinking, critical thinking, management and organization.

The aims of our school curriculum are to:

- Enable all children to learn and develop their skills to the best of their ability;
- Ensure the inclusion of all children and remove barriers to learning
- Promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Teach children the basic skills of literacy, maths and computing;
- Enable children to be creative and to develop their own thinking;
- Teach children about their developing world, including how their environment and society have changed over time;
- Help children understand Britain's cultural heritage;
- Enable children to be positive citizens in society;
- Fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Growth Mindset**

- We aim to develop a growth mindset in all individuals in our school. We do this through encouraging and developing the children's ability to be resilient, reflective and determined. This leads to the children becoming strong, motivated learners. As a result of this the children's achievement rises as does their capacity to be confident learners.
- Through developing a growth mindset children are encouraged to be able to 'cope' (be resilient) in 'real-life' situations as they apply the learnt strategies for resilience

and reflectivity. The children are empowered to problem solve challenges that they will face in all areas of their life.

- Good learners know what to do when they don't know what to do. Our teaching approaches aim to empower children with the attributes, confidence and skills to learn in new and challenging situations
- Developing a growth mindset means working on 4 key aspects of children's learning. These can be identified in the 4 R's of learning:
  1. Resilience – being ready willing and able to lock on to learning
  2. Resourcefulness – being able to learn in different ways and choose the best method to suit the task
  3. Reflectiveness – being able to understand the how of learning and to improve the how as well as the what
  4. Relationships – to know when and how to learn best alone or with others

## **Organisation and planning**

- We plan our curriculum in three phases.
- We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic.
- Where appropriate we use guidance documents to help develop our medium term plans
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- The foundation subjects (History, Geography and Music) are taught in blocks on a termly basis. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

## **Inclusion**

- Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:
  1. girls and boys;
  2. minority ethnic and faith groups;
  3. children who need support to learn English as an additional language;
  4. children with special educational needs;
  5. gifted and talented children;
  6. Any children who are at risk of disaffection or exclusion.
- The curriculum in our school is designed to provide access and opportunity for all children who attend the school.
- We adapt the curriculum to meet the needs of individual children. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.
- Additional in-class support is available in all classes. This is provided by Teaching Assistants. Additional support is targeted at individual pupils and small groups of pupils who are catching up on their basic literacy, numeracy and communication skills.

- Teaching Assistants support pupils with emotional and behavioural difficulties, as well as working with gifted and talented pupils and pupils learning English as an additional language.
- Computers and tablets are available to support learning. A bank of thirty computers are centrally located in the computer suite.

### **Special Educational Needs**

- If children need support to access the curriculum they may, with parent's permission, be placed on the Special Educational Needs Register. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. (Please consult SEN Policy)
- Teachers are continually assessing the needs of the children, if a child is identified as having a special need this will be explored further and appropriate provision will be put in place.
- If a child's need is more severe, we consider the child for an Education Health Care Plan, and we involve the appropriate external agencies when making this assessment.
- Where appropriate we may provide additional resources to support children with special needs.
- Each child in our school is identified on our Provision Map. Some children with more complex special needs will have an individual provision map which is reviewed at least termly.

### **Parent Partnership**

- We are well aware that all children need the support of parents/carers and teachers to make good progress in school. The knowledge, views and first-hand experience parents/carers is valued for the contribution it makes to their child's education.
- Parents/carers are seen as partners in the educational process.
- We strive to build positive links with the parents/ carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.
- Parents/carers are strongly encouraged to keep in regular contact with the school regarding their child's progress. There are termly parental consultations and teachers are available by appointment to discuss any needs or issues.
- The home-school agreement outlines how parents/carers can support their child's learning at home.
- A termly curriculum overview for parents (available on the website) is produced outlining which topic area will be covered in each curriculum subject area.
- Parents Guides are published (on the website) to inform parents on how they can support their child's learning.

### **Out of Hours School Learning (OHSL)**

- Extra- curricular clubs play an important role in the development of our children.
- They provide an opportunity for children to opt into the learning experience.
- We try to provide a variety of both sporting and non-sporting clubs that reflect the interests of all of our children
- These clubs are provided by teachers, teaching assistants and governors.

Clubs offered during the year might include

Chess	Computer	Board Games
Drama	Recorder	Football
Art	Rounders	Homework
Choir	Cricket	Dance

- From these clubs many opportunities have been given to the children to enrich and extend their learning such as the choir singing to local elderly residents or in the Stevenage Dance Festival.
- The School also takes part in a variety of activities offered through the Stevenage Sports Partnership. These activities offer opportunities in a variety of sports and activities to all ages and groups of children

### **The role of the subject leader**

- The role of the subject leader is to:
  1. provide a strategic lead and direction for the subject;
  2. support and offer advice to colleagues on issues related to the subject;
  3. monitor pupil progress in that subject area;
  4. Provide efficient resource management for the subject.
- The school gives all teachers regular PPA and subject leadership time. Coordinators may use some of this time to carry out the necessary duties involved with their role.
- It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.
- They monitor standards of achievement and review the way the subject is taught in the school and plan for improvement through the Subject Improvement Plans.
- Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.
- The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children and to give examples of expectations of attainment.

### **Monitoring and review**

- Our governing body's School Improvement Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its regular cycle of review and development.
- We have named governors for literacy, numeracy, curriculum subjects, computing, Inclusion and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.
- The headteacher is responsible for the day to day organisation of the curriculum. The subject leaders monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **COMPLAINTS AGAINST THE CURRICULUM**

At Woolenwick Junior School we believe education should be a partnership between home and school. This partnership is based on mutual trust and respect. We therefore value parents' comments; be they supportive or critical. If parents are unhappy in any way we ask that you telephone or visit the school and arrange to speak with the class teacher. The majority of concerns can be sorted out in this way, informally and quickly.

If after speaking to the class teacher parents feel a problem has not been resolved, or, if it is felt more appropriate, then parents should make an appointment to see the Headteacher. Our policy is to see parents promptly and take their concerns seriously.

Should parents feel that neither the staff or headteacher are able to help the next step would be to write to the chair of governors.