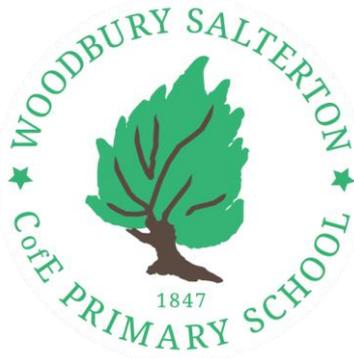


WOODBURY SALTERTON CHURCH OF ENGLAND PRIMARY SCHOOL



CURRICULUM POLICY

OUR MISSION STATEMENT:

Every Child Matters as a child of God.

Within our Christian environment everybody is special. We aim to educate and encourage every child to live happily with others and to develop and fulfil their potential.

This policy was adopted on

The policy is to be reviewed on

Signature of Governor responsible.....

Signature of Head teacher.....

A copy of this document can be provided in an alternative format e.g. in large print or audio if needed, on request from the school office.

Woodbury Salterton church of England primary school

Curriculum Policy (key stages 1 and 2)

July 2014

Introduction

The school curriculum comprises all the learning and other experiences that a school offers its pupils.

This policy should be read in conjunction with the National Curriculum Framework Document (DfE September 2013) and the school's curriculum maps. Together, these documents:

- Establish an entitlement for all pupils within the context of the requirements of the National Curriculum 2014;
- Establish expectations for teachers; and
- Provide information for parents and the wider community about curriculum provided to pupils at Woodbury Salterton Church of England Primary School.

Legislative Background – The school Curriculum in England

Section 2 of the national Curriculum 2014 states that:

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

♣ promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and

♣ prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

2.4 Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

2.5 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education

Legislative Background – The school Curriculum in England

Section 3 of the national Curriculum 2014 states that:

3.3 Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages³ and twelve subjects, classified in legal terms as ‘core’ and ‘other foundation’ subjects.

3.4 The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the ‘matters, skills and processes’ to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

The compulsory subjects included in the National Curriculum for Key stages one and two are set out in the table below:

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Citizenship		
Computing	✓	✓
Design and technology	✓	✓
Languages ⁴		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

In addition, all schools are required to teach religious education at all key stages.

Our Philosophy and Aims

At Woodbury Salterton we believe that every child is entitled to experience a range of exciting and diverse opportunities which help them to develop the knowledge, skills attitudes and understanding to enable them to:

- Have a positive self-image and respect for others;
- Safeguard their own health and well-being;
- Lead happy, successful and fulfilling lives;
- Make a positive contribution to society.

The curriculum we offer at Woodbury Salterton is therefore designed to:

- Reflect and develop understanding of the Christian foundations of the school;
- Be accessible to all regardless of cultural or socio-economic background and in accordance with the 2010 Equality Act;
- Motivate and inspire children so that they have a positive attitude towards learning and love coming to school;
- Enable children to understand and develop the skills and attributes need to be a successful learner;
- Enables children to think independently, creatively and analytically;
- Enables children to be creative, to be physically active and to be academically challenged;
- To encourage children to ask questions and take risks;
- Support children in their personal, social and emotional development and in developing a positive self-image;
- Enable children to be spiritually, morally, socially and culturally aware and to have a strong sense of justice and morality;
- Enable children to work co-operatively with others;
- Provide children with the knowledge and skills to be safe, including in the on-line world;
- Develop children's understanding of their world;
- Provide children with confidence and competence in numeracy and literacy including in application across the curriculum;
- Provide children with the skills and knowledge to be digitally literate and to be able to use technology creatively;
- Fulfil the requirements of the national curriculum and the locally agreed syllabus for religious education;
- Promote a lifelong love of learning;

The table below sets out each subject taught at Woodbury Salterton and our specific aims to each.

Subject	Overview of content – in teaching this subject we aim to ensure that all pupils:
English	<ul style="list-style-type: none"> ♣ read easily, fluently and with good understanding ♣ develop the habit of reading widely and often, for both pleasure and information ♣ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ♣ appreciate our rich and varied literary heritage ♣ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ♣ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
Mathematics	<ul style="list-style-type: none"> ♣ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. ♣ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language ♣ can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions
Science	<ul style="list-style-type: none"> ♣ develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics ♣ develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them ♣ are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
Religious education	TO BE ADDED – SEE NEW AGREED SYLLABUS
Art and design	<ul style="list-style-type: none"> ♣ produce creative work, exploring their ideas and recording their experiences ♣ become proficient in drawing, painting, sculpture and other art, craft and design techniques ♣ evaluate and analyse creative works using the language of art, craft and design ♣ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms
Computing	<ul style="list-style-type: none"> ♣ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ♣ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ♣ can evaluate and apply information technology, including new or

	<p>unfamiliar technologies, analytically to solve problems</p> <ul style="list-style-type: none"> ♣ are responsible, competent, confident and creative users of information and communication technology.
Design and technology	<ul style="list-style-type: none"> ♣ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ♣ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ♣ critique, evaluate and test their ideas and products and the work of others ♣ understand and apply the principles of nutrition and learn how to cook
Geography	<ul style="list-style-type: none"> ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ♣ are competent in the geographical skills needed to: <ul style="list-style-type: none"> ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.
History	<ul style="list-style-type: none"> ♣ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world <ul style="list-style-type: none"> ♣ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ♣ gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ ♣ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ♣ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ♣ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<p>Languages At Woodbury Salterton children study French to provide a foundation for learning other languages and an opening to other cultures</p>	<ul style="list-style-type: none"> ♣ understand and respond to spoken and written language from a variety of authentic sources ♣ speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation ♣ can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt ♣ discover and develop an appreciation of a range of writing in the language studied
<p>Music</p>	<ul style="list-style-type: none"> ♣ perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians ♣ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ♣ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
<p>Physical education</p>	<ul style="list-style-type: none"> ♣ develop competence to excel in a broad range of physical activities ♣ are physically active for sustained periods of time ♣ engage in competitive sports and activities ♣ lead healthy, active lives.
<p>Personal, social, health and economic education</p>	<ul style="list-style-type: none"> ❖ Develop emotional intelligence and positive self-image ❖ Develop empathy and social competency ❖ Understand how to keep themselves healthy ❖ Develop and accurate and age appropriate understanding of sexual health and relationships ❖ Develop and understanding of how to achieve economic well-being

Teaching in all subjects meets and builds upon the requirements of national curriculum with the exception of :

Religious education (RE): teaching in this subject is based on the Devon agreed syllabus 2014. Please also see the schools Religious Education Policy

Persona, social, health and economic education (PHSE): the school draws on a range of resources to deliver its specified aims in this subject including the SEAL Resources', NSPCC materials Health for life resources, Channel 4 Living and Growing series. Please also see the school's Sex and Relationships Education policy.

Curriculum Planning and Organisation

The following subjects are included in the curriculum at Woodbury Salterton:

The long term curriculum maps have been created by teachers working together. They set out what will be taught across the school year in each class. Because Woodbury Salterton children spend two years in most classes, the long term maps show a two year programme.

The long term curriculum maps will be reviewed regularly by staff and governors and taking into account the views of children and parents and carers, to ensure that the curriculum continues to meet the needs of the children at Woodbury Salterton and reflect significant events in the local, national or global community (for example The Olympics and Paralympics or anniversaries of significant events from history)

Using the long term maps and the national curriculum framework or agreed syllabus for religious education as a starting point, teachers develop medium term plans which set out intended learning outcomes and outline possible learning activities for a sequence of lessons. Each sequence may be taught over a few weeks, half term, or whole term. These plans will be created each time the sequence is taught so they take into account the needs, interest and abilities of the learners in the class at the time.

Learning experiences take place within a real context where possible; links between subjects will be made to ensure children are able to apply key skills across the curriculum and in a range of contexts. Half termly or termly themes will therefore often be chosen to facilitate this. We recognise the use of the outdoor environment and carefully selected visits and visitors enhance learning experiences. We therefore plan these opportunities to support at

Teachers will plan the teaching and the learning experiences they will provide in each lesson, on lesson by lesson basis. This is essential in order that ongoing assessments of children's learning can be used to inform the planning of the next steps in terms of teaching and learning.

In their planning and teaching, each class teacher must ensure that all learners are challenged at an appropriate level to ensure good that good progress in learning is made. This planning must take into account, and be shared with, other adults in the class to enable them to support learning effectively.

Teachers choose how they organise teaching of different subjects in the school curriculum to create the best possible learning experiences for the children in their class. For example learning in art may take place over series of weekly lessons blocked together in one week. It is expected, however, that English and mathematics will be taught daily, that science and religious education will be taught at least weekly, and at least 3 hours a week will be dedicated to physical education(including ten minutes of daily physical activity).

Homework

Homework is planned to consolidate and extend the learning in school to provide strengthen the partnership in supporting children's learning between home and school. Please refer to the school's Homework policy for further information.

Expectations

The vast majority of children at Woodbury Salterton are expected to achieve or exceed the expectations set out in the appropriate programme of study. While we have high aspirations for all, we recognise that for a small minority of pupils with special educational needs this may not be possible.

Assessment

At Woodbury Salterton we recognise that in order for pupils to make good progress in learning, all planning and teaching must be based on accurate assessment of each child's abilities. Teachers (supported by teaching assistants) therefore use on-going formative assessments (using a range of assessment for learning strategies) to inform planning and teaching on a daily basis. Periodic summative assessments of pupil's achievements are also made. Details of these are set out in the school's assessment calendar.

Internal and external moderation and training takes place to ensure accuracy and consistency in assessments.

Inclusion

At Woodbury Salterton we have high expectations for every pupil. Teachers plan work to provide appropriate challenge and ensure good progress in learning for every child. Where barriers to learning exist for a child, staff (supported by the Special Educational Needs Co-ordinator and other senior leaders as appropriate) work closely with families, and other professionals to overcome these.

Roles and Responsibilities

The governing body will:

- Provide support and challenge to school leaders to ensure high standards in pupil achievement in all areas of the curriculum
- Work with school leaders to formulate, implement and review the curriculum policy and relevant school improvement plans
- Monitor the implementation of this policy and relevant school improvements plans, holding the school leaders to account

The head teacher will:

- Ensure that the school's physical and human resources are deployed effectively to support standards and achievement.
- Monitor the effectiveness of teaching and learning in raising achievement and hold staff to account.
- Ensure that the appraisal process supports staff development and secures good quality teaching across the school.
- Ensures that best practice is recognised, praised and shared.

The head teacher is accountable for standards across the school.

Subject leaders will:

- Have an impact on raising standards of attainment for their subject area across the whole school.
- Regularly monitor pupil achievement and quality of teaching in their subject, including through lesson observations, discussion with pupils and the scrutiny of children's work, teacher's planning.
- Ensure clarity and consistency in assessment across the school, including by providing support for colleagues and opportunities for moderation.
- Identify need and deliver and arrange high quality staff training.
- Ensure effective implementation of relevant frameworks and the national curriculum.
- Keep up to date with new developments and keep the staff informed.
- Play a key role in formulating, implementing and reviewing the curriculum policy and relevant school improvement plans.
- Lead, support and challenge colleagues to ensure high quality teaching and learning, including identifying and meeting training needs.
- Maintain the availability of high quality resources that meet the needs of children and teachers (including teaching assistants).
- Effectively manage any funding designated to their subject area.

The subject leaders are accountable for standards in their subject across the school.

The class teacher will:

- Implement this policy effectively and, in doing so, meet the requirements of the Teacher's Standards document.
- Ensure that planning and teaching is based on accurate assessment of the needs of the individuals they teach and provides appropriate challenge to enable all children to make at least good progress.

- Provide access to planning and children's work for the head teacher, subject leader and others involved in monitoring standards.
- Follow the school's assessment timetable and monitoring and reporting policy.
- Work effectively with teaching assistance and volunteers to ensure high standards of learning for the children in their class.

Class teachers are accountable for standards for all curriculum areas for the children they teach.

Teaching assistants will:

- Support the class teacher in implementing this policy effectively
- Keep planning and assessment notes with guidance from the class teacher and/ or relevant leader.