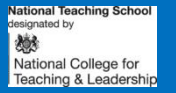
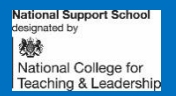


Curriculum Policy

Policy reviewed: Autumn 2020
Future Review: Autumn 2023



Nurture ~ Believe ~ Discover ~ Achieve

OUR CHRISTIAN VISION

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. Guided by our Christian values, it is driven by our desire to offer the best possible education for our pupils in partnership with parents, the Church and the local community.

Woodstock CE Primary School will be a centre for learning where adults and children:

Nurture and prioritise wellbeing and development.

Believe in themselves and in each other.

Discover their own strengths and become successful lifelong learners.

Achieve more than they ever thought possible.

OUR CHRISTIAN ETHOS

Recognising our historic foundation, we will preserve and develop our religious character in accordance with the principles of the Church of England and in partnership with the Churches at parish and diocesan level.

Woodstock CE Primary School strives to be an inclusive community where children grow, learn and achieve together. Within a nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and recognised as the responsibility of all. Children's natural curiosity is fostered through a creative curriculum that excites and challenges, and enables them to be successful learners. Supported by a culture of equality and aspiration we aim to remove disadvantage so that every child can thrive.

We are committed to providing an education of the highest quality within the context of Christian belief and practice. We encourage an understanding of the meaning and significance of faith, and promote Christian values through the experience we offer to all our pupils.

"For I know the plans I have for you", declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." Jeremiah 29, v11

Introduction

Woodstock CE Primary School is committed to providing a personalised curriculum with the individual pupil at the heart of everything we do. We aim to provide a broad and balanced, enriched and extended curriculum tailored to individual needs. Therefore the curriculum is planned to recognise and meet the individual learning needs of each pupil and is differentiated to ensure learning opportunities are both challenging and appropriate. We aim to provide stimulating activities which will help pupils to make a successful transition to adulthood, and to be active and responsible citizens.

At Woodstock CE Primary School we believe that our curriculum enables pupils to foster a love of learning, develop life-long skills and engage in exceptional first-hand experiences that challenge, stimulate and promote their thinking. The central aims of our curriculum are to work in collaboration with families and the local community to provide opportunities for all pupils to learn and to achieve; and to promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life. Through a well-planned and organised curriculum, effectively taught by qualified and enthusiastic teachers, pupils are helped to:

- Gain a joy and commitment to learning that will last a lifetime
- Develop the essential literacy and numeracy skills they need to learn
- Develop the attitudes, understanding and skills to become successful, independent learners
- Foster their creativity
- Develop lively enquiring minds
- Develop personal values, qualities and attitudes and be respectful other people and their views and opinions
- Develop appreciation and concern for the environment
- Work co-operatively with others
- Work toward achieving their potential

We have a strong commitment to outdoor learning and environmentally-based work. Through their investigations of the environment, pupils acquire first-hand knowledge and develop skills across the curriculum. The core and foundation subjects of the National Curriculum, along with cross-curricular themes such as environmental and economic awareness, are thus integrated into a coherent whole.

Our curriculum is designed to reflect our aims and to meet the requirements of the National Curriculum and other government guidance.

Principles

We strive for consistency across the school and within year groups with agreed approaches using a range of teaching and learning strategies and styles which develop resilience and independence. At Woodstock Primary School, we believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults. We are developing our thematic, enquiry-led curriculum with a focus on the development of key skills, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development, and making connections between learning experiences which will equip our learners well for future fulfilment and success. We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, enquiry-led approach, the professionalism of our staff and educational best practice to inform our decisions.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true

potential. SMSC underpins much of the learning and curriculum. Accordingly, Woodstock Primary School provides an educational environment which is caring, friendly, well-structured, positive, and academically challenging to each individual pupil.

Our Vision

Our vision for Woodstock CE Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents and the local community.

Woodstock CE Primary School will be a centre:

- For learning where high standards are pursued with consistency and enthusiasm.
- Where individuals are valued and helped to achieve their personal best.
- Where effective partnerships secure the success of the school.

Our Values

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values, to become aware of, and involved in the life and concerns of their community and society, and so develop their capacity to be active and effective future citizens.

At Woodstock CE Primary School our Core Values are:

FRIENDSHIP

We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.

RESPECT

Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds

RESPONSIBILITY

Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.

PERSEVERANCE

Maintain a 'can do' attitude and aspire to achieve goals.

KINDNESS

Show care and concern, and exercise goodwill toward others.

Our Aims

Aims reflect our beliefs and values, and represent our vision and what we want to achieve as a school community. Our aims are translated into priorities to move the school forward and meet the challenges of an ever-changing world.

CELEBRATE SUCCESS

Nurture self-esteem through the celebration of children's achievements.

VALUES CENTRED

Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

DYNAMIC & INNOVATIVE

Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.

ACCOUNTABLE AT ALL LEVELS

Promote collective responsibility for raised standards and improved pupil outcomes by ensuring that everyone understands their role in contributing to the success of the school.

LEARNING CENTRED

Create an inclusive learning culture where children and others within the school community are challenged in their thinking, strive for continuous improvement and are committed to life-long learning.

COMMUNITY ORIENTATED

Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally.

Engage with the school and wider community to enrich and enhance children's achievement and personal development.

HIGH EXPECTATIONS

Set high expectations to enable pupils to become effective, enthusiastic, independent learners.

CARING AND SUPPORTIVE

Create a happy, caring and supportive environment based on a spirit of cooperation between the school, the Church and the local community.

Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.

INCLUSION

Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.

WELL ORGANISED AND SYSTEMATIC

Embed consistently applied policies and practices that ensure the effective day-to-day running of the school and support strategic leadership and management.

Hallmarks of Woodstock CE Primary School's Outstanding Curriculum

- Underpinned by aims, values and purpose
- Develops the whole person - knowledge, skills, understanding and attitudes
- Broad, balanced and has clear progression in subject knowledge and skills
- Filled with rich first-hand purposeful experiences
- Flexible and responsive to individual needs and interests
- Embeds the principle of sustainability
- Eye on the future and the needs of future citizens
- Encourages the use of environments and expertise beyond the classroom
- Makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- Has a local, national and international dimension

Planning & Organisation

Children are organised into mixed ability classes with approximately 30 children in each class. Provision is made for a range of activities and opportunities to enrich the lives of our pupils, their families and the wider community - with visits, visitors, 'Big Question' focus weeks, themed days/weeks and the use of the outdoors.

The school provides an enhanced curriculum to increase children's enjoyment and achievement. Themed days, visiting theatre groups, visits to the theatre and events such as Sports and Health Week, Business Enterprise Week, and Culture & Creative Arts Week all motivate the children and make learning fun. At every turn, we encourage our pupils to look beyond themselves and our school. We believe we're an integral part of our local community and are keen to share our resources, time and skills with other school and organisations.

We plan our curriculum in three phases. We agree a long-term plan within each key stage to accommodate mixed age classes. This indicates what topics are to be taught in each term, and to which groups of children. We evaluate and review this long-term plan on an annual basis at the end of the summer term. Through our comprehensive medium-term plans we give clear and detailed guidance on the objectives, teaching strategies, activities and learning outcomes for each topic or subject. Our short-term plans are those that our teachers write on a weekly or daily basis for English

or Maths. 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. Planning is systematic; learning shows links where relevant and teachers understand expectations and high challenge through CPD. Homework is provided for all children and increases as they progress through the school and this should link with current English, Maths and topic themes. There are weekly moderation and year group planning opportunities for teachers.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and early learning goals. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

Inclusion & Our Curriculum

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. Woodstock Primary is an inclusive school. We accept children with statements in accordance with the SEN Code of Practice. We believe that all pupils deserve the right to a broad and balanced curriculum. The needs of children with English as an additional language are carefully considered. Support is provided appropriately to assist each child's individual needs.

Our Reflection Room is a place of tranquillity and calm, and is used for a range of purposes, including the delivery of our 'Nurture' programme. This programme aims to support and develop the emotional well-being of children who may have been identified as vulnerable or require focused behaviour support.

In terms of communication friendly classrooms, we believe that good universal provision starts with adjusting the environment to reduce or remove barriers to enable all learners to develop their social, emotional and learning potential. Consideration is also given to: the way in which adults interact with and communicate with children; the physical environment; visual support; and careful planning. Additional provision is made for our higher attaining/more able learners through differentiated activities in class, individual targets in their area of ability and through extension and enrichment opportunities within and beyond the classroom setting.

The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted. If children have special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having specific needs, then his/her teacher makes an assessment of this need in consultation with the SENCO. If a child's need is severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs where possible.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Detailed Provision Maps are written termly to identify the provision put in place to meet the needs of individuals. Our provision mapping is an ongoing, self-review process designed to identify and overcome barriers to learning where they exist, ensuring every teacher is an inclusive teacher responsible for each pupil's progress.

Early Years Foundation Stage

This provision includes our Nursery class and Reception classes. Children learn basic skills through play activities which are carefully planned to include the prime and specific areas of learning.

PRIME AREAS Personal, Social and Emotional Development; Communication and Language; Physical Development.

SPECIFIC AREAS Literacy; Maths; Understanding of the World; Expressive Art and Design.

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued. The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development. The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Subject Leaders & Teams

Each Subject Leader and/or team checks each year group's Long-Term Plan against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group's teachers plus the Curriculum Co-ordinator are informed to ensure comprehensive coverage.

The role of the Subject Leader and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium and short-term planning ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Lead sustainable improvement through supporting colleagues and others.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Have an awareness of the schemes of work for EYFS, KS1 and KS2
- Report to the Headteacher on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Leader and/or team to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each Subject Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

Monitoring & Review

The Curriculum Team will develop further the alignment of the curriculum led by Anna Poole and supported by staff and governor Curriculum Committee. At Woodstock Primary, we place great store by mistakes – these are how you learn – and we make much of 'good mistakes' in lessons, encouraging a resilience and positive attitude to meeting challenges and learning from them.

Assessment is carried out across the school. Children are assessed through EYFS Profiles in Nursery and Reception, and through SATs at the end of Key Stage 1 (Y2) and the end of Key Stage 2 (Y6). Teacher assessment is carried out on an ongoing basis using a range of assessment materials, and other relevant assessment and observation toolkits.

We will review how well resources are matched to learning needs – in terms of use of time, space and money.

Class Teachers are responsible for the day-to-day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Subject Leaders/teams and our SLT monitor the way the subjects are delivered 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.