

---

# Curriculum Policy

January 2017 - January 2020

---



### 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.

Our curriculum comprises all the learning and other experiences that we plan to meet the needs and interest of our pupils. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future. Our aim, to deliver a dynamic and innovative curriculum that challenges, excites and inspires children to become successful and confident learners and achieve their best, is the main driving force behind how we design and deliver our curriculum.

The school's curriculum promotes and sustains a thirst for knowledge and understanding, and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, creative and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical well-being, and their spiritual, moral, social and cultural development.

A central aim of our curriculum is 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.

### 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. Social, Moral, Spiritual and Cultural Development (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 for all pupils.

## **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:

<b>FRIENDSHIP</b>	We value friendship as fundamental to the development and fulfilment of ourselves and others, and the good of the community.
<b>RESPECT</b>	Develop self-respect, and respect for others. Promote inclusion, and appreciate and value the diversity of people's circumstances and backgrounds
<b>RESPONSIBILITY</b>	Take responsibility for the way we lead our lives; how we use our talents, rights and opportunities.
<b>PERSEVERANCE</b>	Maintain a 'can do' attitude and aspire to achieve goals.
<b>KINDNESS</b>	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.

<b>CELEBRATE SUCCESS</b>	Nurture self-esteem through the celebration of children's achievements.
<b>VALUES CENTRED</b>	Promote Christian values, and foster positive attitudes to all people, races, religions and ways of life.

<b>DYNAMIC &amp; INNOVATIVE</b>	Deliver a dynamic and innovative curriculum that challenges, excites and inspires children to achieve their best.
<b>ACCOUNTABLE AT ALL LEVELS</b>	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.
<b>LEARNING CENTRED</b>	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.
<b>COMMUNITY ORIENTATED</b>	<p>Help children develop an understanding of citizenship and empower them to make valuable contributions locally and globally.</p> <p>Engage with the school and wider community to enrich and enhance children’s achievement and personal development.</p>
<b>HIGH EXPECTATIONS</b>	Set high expectations to enable pupils to become effective, enthusiastic, independent learners.
<b>CARING AND SUPPORTIVE</b>	<p>Create a happy, caring and supportive environment based on a spirit of co-operation between the school, the Church and the local community.</p> <p>Ensure the safety of every child and promote opportunities to adopt a healthy and active lifestyle.</p>
<b>INCLUSION</b>	Treat children and others fairly, equitably, and with dignity and respect, to maintain an inclusive school culture.
<b>WELL ORGANISED AND SYSTEMATIC</b>	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

### **Curriculum Planning**

We plan our curriculum in three phases, on a two-yearly rolling programme within each phase – KS1, Years 3 & 4 and Year 5 & 6. We agree a long-term framework 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 framework 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 are going to be used 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 linking with current English, Maths and topic themes. There are weekly year group planning opportunities for teachers and regular occasions to moderate work samples.

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.

### **Curriculum Organisation**

Our curriculum is planned in Topics are chosen to capture the interests and imaginations of our children. Themes include Our European Neighbours; Field to Fork; Rule Britannia; Fighting Fit; Earth Matters; The Rainforest, as well as many more exciting topics. Each theme is introduced through a Curriculum Launch Day which is designed to engage children in their learning, and finishes with a grand finale to celebrate all that has been achieved. Skills-based learning is developed by linking subjects such as history, geography, art, design technology and music to the topic being studying. This allows children to make purposeful links in their learning. We also use every opportunity to make further links through reading, writing, maths, science and computing where relevant. PE and RE are often taught as discreet subjects to allow coverage of the main objectives and age appropriate skill development.

In addition to our exciting and stimulating themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

#### **Whole School Theme Days and Weeks**

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include – Anti-bullying Week and Safety Day, Creative Arts Week, World Book Day, Black History Day, Sport & Health Week, Mini-enterprise Week, Fair Trade Fortnight, Science Day, Cultural Day, Community Day, European Day of Languages, National Museum Day, RE Days and others.

#### **Big Question Fortnights**

Twice a year children across the school engage in a whole-school enquiry-based learning experience which is driven by a process of discovery and enquiry. This provides an exciting opportunity for children to explore, develop and acquire new skills in a direction in which they are interested. Research shows that children from the whole spectrum of abilities find learning in this way to be fun and motivating, and outcomes are positive for every child. This is our experience at Woodstock Primary; pupils tell us they value the opportunity to lead their own learning.

Children are introduced to the Big Question in an assembly and then classes brainstorm and discuss their ideas; Big Questions are developed within classes and with the teacher children agree a common theme to lead their Big Question Enquiry Project. Children then decide independently or as a group, ways in which they can research their questions and present their findings.

#### **Forest Schools**

Forest Schools is a Scandinavian initiative designed to encourage and inspire individuals of any age through an innovative, long term, educational approach to outdoor play and learning in a woodland environment. As a school we are very fortunate in having our own woodland area and teachers trained to deliver the Forest Schools programme.

Forest Schools is offered to our Foundation and Key Stage One children, and also as an after-school club for older pupils. Sessions are designed around the needs of the group to ensure that they are learner-led. Sessions are designed around a theme, themes are sometimes subtle such as evolving or exploring the site or more obvious such as butterflies, spies, fairies or nature investigators. Many areas of the National Curriculum are intrinsically covered, in the Forest Schools experience without the programmes needing to be curriculum led. Teamwork skills are developed through games and activities. Individual skills and self-esteem are heightened throughout activities such as hide and seek, shelter building, tool skills, lighting fires or environmental art, the list is endless. Each activity develops intra and inter-personal skills as well as practical and intellectual skills.

### **Educational Visits**

School trips and visits are an integral part of the education of children at Woodstock Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions. Blenheim Palace is on our doorstep and provides a rich and inspirational learning resource.

Children in Years 2, 3, 4 and 6 have the opportunity to take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 make an annual overnight visit to the Ridgeway Centre in the Vale of the Whitehorse; pupils in Years 3 & 4 gain first hand-experience of Roman Britain when visiting Cirencester and Chedworth Roman villa; and our Year 6 young people take part in a challenge week at The Frontier Centre in Northamptonshire where they experience orienteering, climbing, abseiling, raft building, archery and lots more.

### **Visitors into School**

Visitors have a valuable role to play and can contribute to many aspects of the life and work of the school. They deliver talks, workshops and full day activities across a wide range of subjects, giving pupils access to outside experiences and expertise. Visitors provide a link with the wider community – children have the opportunity to work alongside artists, musicians, authors, health professions and others.

### **After-school Clubs**

As a school we offer pupils opportunities to participate in extra-curricular activities after school. At any time a wide range of clubs is on offer – our programme includes over 30 weekly clubs and activities and is revised termly depending on the time of year and other commitments children may have.

### **PE & Sport Provision**

As a school we pride ourselves on the quality of our PE & Sport provision. We employ a full time sports coach as an Associate Teacher who delivers high quality instruction during PE lessons; runs sporting activities at lunchtimes; and promotes increased pupil participation in PE & Sport beyond the school day. Each of our Years 3 & 4 classes benefit from a term of swimming lessons annually.

### **Creative Arts**

Woodstock Primary School provides opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. Children in Years 3&4 benefit from specialist music lessons each week where they learn the clarinet. Through active listening, pupils' awareness, understanding and appreciation of a wide variety of music are developed. A range of opportunities are provided within and beyond the curriculum for children to showcase their musical skills and talents, for example every two years our older pupils take part in Young Voices where school choirs across the Midlands region come together to performance at the Genting Arena in Birmingham.

As a school we appreciate and understand the importance of drama within our curriculum. Research reveals that drama had a positive impact on children's physical, emotional, social and cognitive development. Drama is developed across the whole school in a variety of ways including story-telling, and

across Key Stage 2 through the input of a specialist drama and media teacher. Children have opportunity to apply and develop their skills through rehearsal and performance.

### **Opportunities to Volunteer**

Volunteering is an activity that everyone can get involved in and benefit from. At Woodstock Primary we promote and encourage pupils' active citizenship and positive contribution to the school and wider community. We offer lots of opportunities for pupils to take on new responsibilities and be involved in successfully supporting the life and work of the school. These include elected representatives on our Children's Council, Eco Committee, Global Gang, E-safety Team and PE & Sport Committee.

Older pupils can also apply and be interviewed for positions such as Playground Leaders and Librarians, and within classes children can volunteer to take on various responsibilities ranging from lunch duties, to collecting and distributing registers, to helping with the organisation of equipment in assemblies.

Pupils tell us that they enjoy the opportunity to volunteer to help make their school an even better place to be, and rising to the challenge that additional responsibility brings.

### **Assemblies and Acts of Collective Worship**

A rounded programme of daily Acts of Collective Worship and Assemblies help to promote pupils' spiritual, moral, social and cultural development, and provide clear guidance on what is right and what is wrong. Once a week Worship are led by a member of our local clergy, and at least once a term children take part in a service at St Mary Magdalene's Church. At the end of the school day on a Friday an Assembly of Celebration is held.

### **Homework**

Homework can make an important contribution to a child's progress at school. As well as reinforcing learning in the classroom, homework helps children to develop the skills and attitudes they will need for successful independent lifelong learning.

Homework is set in-line with the school's policy, with tasks planned to appropriately challenge all pupils. Weekly activities focus on literacy and numeracy to reinforce and consolidate skills taught. In addition children have a termly 'jig-saw' of activities linked to their current theme, from which to choose one activity each week. This provides an opportunity for children to think creatively and produce their own form of response for example a model or piece of art work, a project, an IT presentation, a recount following a family visit.

### **Outdoor learning**

We are an Eco school and value the benefits of outdoor learning. Children are stimulated by the outdoors where they can undertake a range of practical activities to support and enhance learning across the curriculum. Our Foundation Stage and Key Stage One pupils benefit from Forest School activities and tending growing beds to produce fruit and vegetables to use in cooking activities.

Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom including undertaking fieldwork and enquiry based-work in the local area.

### **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 Education Health Care Plans 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 as appropriate.

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 inclusivity and that teachers are 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, how they can support learning, 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 further develop the alignment of the curriculum led by Anna Poole and supported by staff and the governor Curriculum & Performance Committee. At Woodstock Primary, we place great store by learning from mistakes, encouraging a resilience and positive attitude to meeting challenges and learning from them.

Ongoing assessment is carried out across the school. Some of this is informal on a day-to-day basis - teacher assessment is carried out on an ongoing basis using a range of assessment materials, and other relevant assessment and observation toolkits. Some is formal to meet the requirement of statutory assessment – EYFS Profiles at the end of Reception, Year One Phonics Screening, and SATs at the end of Key Stage 1 (Year 2) and the end of Key Stage 2 (Year 6).

We 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 review 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.

**Reviewed: January 2017**

**Next Review: January 2020**