



Willow Fields Primary School

Curriculum Policy

Introduction

At Willow Fields Primary School we value every child and the contribution they have to make. As a result, we aim to ensure that every child achieves success from their individual starting points and that all are enabled to develop their skills in accordance with their level of ability.

This policy should be read in conjunction with the following policies:

- ❖ Individual subject policies
- ❖ Marking and feedback policy

Rationale

Our curriculum in school is based on the National Curriculum which was revised and implemented in September 2014. The curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils and prepares them for the opportunities, responsibilities and experiences they will encounter throughout their lives. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. We believe that effective learning takes place when there is emphasis on independent research, thinking, active involvement and where pupils are able to reflect upon their learning and ask questions to clarify their thinking. Pupils are encouraged to be active participants in their learning and to make meaningful connections between subject areas. We actively promote British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of the differing beliefs, opinions and faiths of others.

Aims

- ❖ That all pupils are provided with a range of learning experiences that lead support pupils to achieve their potential.
- ❖ Children are taught in a range of groups, using a variety of strategies to enhance their understanding of all subject areas.
- ❖ That all subject leaders possess up-to date knowledge relating to their subject and share this information regularly with staff to enable them to provide their children with the best learning experiences.
- ❖ That all subject leaders and class teachers promote a life-long love of learning.
- ❖ That the 'happy, caring and achieving' ethos of school permeates all teaching and learning experiences and achievements at all levels are acknowledged and valued by all.
- ❖ That all pupils are encouraged to develop independence, self-discipline, resilience, proactivity and the ability to be reflective learners.



Principles of Teaching and Learning

Willow Fields Primary School staff use a wide range of teaching and learning styles during each lesson. Children are grouped within their classes to ensure that work is differentiated to match ability and to provide challenge.

Our staff strive to:

- ❖ Build children's confidence and self esteem
- ❖ Develop children's independence
- ❖ Allow all children to experience and celebrate regular success
- ❖ Contextualise subject matter
- ❖ Use practical approaches to learning through their use of equipment, models, technology and images
- ❖ Encourage children to independently select resources to help themselves.
- ❖ Challenge children of all abilities
- ❖ Encourage the enjoyment of learning in all subject areas
- ❖ Develop and foster children's understanding of subject specific language
- ❖ Learn from teachers, peers and their own mistakes
- ❖ Allow children to ask as well as answer questions
- ❖ Reason about their work and share their findings e.g. through EBL
- ❖ Create an on-going dialogue with children about their work and experiences through pupil reflection and discussion and detailed, specific marking and feedback.

Our Children Will:

- ❖ Have a well-developed understanding of a range of subject areas.
- ❖ Know by heart key facts and information across all subject areas.
- ❖ Use the knowledge they know by heart to make cross-curricular links.
- ❖ Draw on an increasing range of strategies for effective learning, using them both in isolation and in different combinations.
- ❖ Make sense of the world around them and of society.
- ❖ Explain their methods and learning using increasingly accurate subject specific vocabulary and terminology.
- ❖ Judge whether their findings and answers are reasonable and have strategies for checking them where necessary and age appropriately.
- ❖ Explain and make predictions from the information presented to them in various forms e.g. text, images, graphs, diagrams, charts and tables

Curriculum Planning

We use the statutory objectives within the National Curriculum to support planning and to assess pupil progress. Teachers use these objectives and identified gaps in children's knowledge



(through learning walls, KWL grids etc) to plan differentiated lessons which teach, consolidate and extend children's understanding, knowledge and skills which challenging their thinking and use and apply the skills taught in a range of different ways. Weekly planning formats identify the specific, differentiated learning objectives to be taught each week and pupil self assessment records are kept by each child to track their progress, identify gaps in learning and to plan for children's next steps in learning. Planning formats, children's books and assessment records are monitored on a rolling programme by the SLT and subject leaders.

Enrichment Opportunities

We are committed to providing our children with a broad curriculum offer and as such, we provide a wide range of enrichment opportunities related to the topics we teach. These opportunities include school visits, visiting specialists, themed days and weeks and residential opportunities.

Assessment

Continuous assessment ensures that the children in Willow Fields Primary School make outstanding progress in their learning by providing activities and challenges which are suitably matched to their ability, need and level of development.

Formative assessment (AfL) is on-going and allows teachers to monitor children's learning. It is an integral and continuous part of the learning process and much of this is carried out informally as part of the teacher's day to day work; through their interactions with the children and the marking and feedback they give at the end of each lesson. Teacher's use the following techniques to gather assessment information which will then be used to inform future planning:

- ❖ Effective questioning
- ❖ Sharing and discussing clear learning objectives
- ❖ The use of success criteria
- ❖ Effective feedback both verbally and through marking
- ❖ Observation
- ❖ Pupil feedback and on-going dialogue in books through reflection and marking
- ❖ Evidence collection in relation to 'filling' gaps in understanding through KWL grids and EBL tasks

EYFS

We follow EYFS curriculum guidance for all Prime and Specific areas of learning. Through this, children are given the opportunity to develop their understanding of the world and their individual skills through a combination of short, formal teaching activities as well as a range of planned structured play situations where there is scope for continued exploration. Only then, will the children be ready to record their understanding in an abstract way, reason about their learning and apply their knowledge in different situations and contexts.



Resources

A bank of essential resources are stored in each classroom for each subject area, with a further bank of resources stored in the upstairs hall and resources room. Staff have resources boxes to allow them to locate equipment efficiently and class sets of equipment e.g. ipads and musical instruments are located at different points throughout school. Each class has a range of subject / topic specific texts which are displayed in class library areas and from which children can independently select the texts they need to be able to complete their tasks.

Subject Leaders

The role of the subject leader is as follows:

- ❖ To ensure that teachers understand the requirements of the EYFS and National Curriculum documents.
- ❖ Help staff to plan sequences of differentiated lessons which teach, consolidate and challenge children's understanding in mathematics.
- ❖ Lead by example by setting high expectations in their own teaching.
- ❖ Prepare, organise and lead CPD and professional development opportunities within their subject area.
- ❖ Work closely with the SENCO and SLT to monitor achievement and ensure children access appropriate intervention strategies.
- ❖ Observe colleagues and offer support when required.
- ❖ Work closely with the headteacher and named governors to monitor and refine teaching and learning in their individual subject areas of responsibility.
- ❖ Monitor and evaluate provision in the school by conducting regular work scrutiny, learning walks, drop-ins, monitoring of assessments, planning scrutiny and assessment data analysis.
- ❖ Informing staff of current developments in their subject area.
- ❖ Provides a strategic lead and direction of their subject within Willow Fields Primary School.

Monitoring and Review

Moderating of the standards of children's work and the quality of teaching in the wider curriculum areas is the responsibility of the subject leader in conjunction with the school leadership team, the headteacher and the named governor.

Policy Created September 2017

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