



Curriculum Policy

Approved by Governors:	Date: May 2024	
Signature of Governor:	Name:	Signature:

Westglade Primary School Curriculum Policy

Intent

Our curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children. We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.

We firmly believe that our children are entitled to a broad and balanced curriculum. Our curriculum explores the natural links between each subject whilst also ensure that each subject's identity is clear. Our aim is for our children to see themselves as 'Historians/ Geographers/ Coders...' who are equipped with the relevant knowledge and skills. For this reason, our curriculum is knowledge based and skills focused. Their knowledge, skills and understanding develop and build year on year, until they are ready for the next step of their learning journey into secondary education, college, university and from there into a fulfilling career. To achieve this, all pupils will secure firm foundations in English and Mathematics as this underpins a growing excellence in other subjects.

Our curriculum is supported by our whole-school ethos and values. These underpin our children's learning in all areas. We believe it is our responsibility to not only educate but also support our children in becoming well-rounded individuals. Our curriculum allows our children to grow, develop and blossom both academically and holistically.

Implementation

At Westglade Primary School we teach the National Curriculum as set out by the Department of Education and our curriculum design ensures we meet all statutory elements. Our curriculum design demonstrates our ambitious vision and aims for every child in the school. It demonstrates our ambition for children to receive a full broad, balanced and engaging curriculum that skills them up for the future and the next stage of their education. Our curriculum is designed to offer children a range of engaging experiences to practise, apply and embed knowledge and skills. We do not provide children with a 'worksheet' based curriculum, rather one that brings learning alive and is exciting and stimulating for the children – this is how we achieve deep learning.

The majority of our teaching and learning in History, Geography, Science, Music, Art, D&T and other subjects' areas is driven by a question. The over-arching question is designed to give learning an enquiry focus. Each question will usually be driven by one subject with other cross-curricular links exploited where appropriate and necessary. For example, the question 'Should war be solved with words or weapons?' is driven by the historical study of WW2 but also encompasses geography, science and D&T. Our curriculum design ensures that all National Curriculum subjects are taught during themed questions that are best suited to them. The following subjects are taught weekly where appropriate as they do not always lend naturally to the theme: Computing, Science, Music, Spanish and RE. At the beginning of every lesson children are taught about what the subject is and how it is relevant to their life and future. Links are made between previous learning and current learning, to

move learning tasks from mere completion of tasks to engaging and meaningful learning. This decision helps to achieve our intent of pupils having a deep understanding of the subject's discipline.

To ensure that our curriculum is progressive and allows children to build on their knowledge and skills each year, subject leaders have mapped out 'Knowledge Paths' and 'Skills Ladders'. Knowledge Paths detail the minimum expectation of substantive knowledge in each subject area that our children will need to be able to recall and know in order to progress each year. To support pupil's retention of additional knowledge, we use knowledge organisers for each subject. These are available in the classrooms to support learning. Our Skills Ladders are designed to detail the progression in disciplinary knowledge that children need in order to access the subjects. Both these documents are used by teachers when designing their curriculum questions and informing their curriculum planning. As a school we have determined that our definition of learning **is a change to the long-term memory**. This means that the way we implement our curriculum involves repetitive teaching of the key concepts in every subject. Each unit of work has built in practise, retrieval and reinforcement of the key concepts to ensure knowledge sticks in the long-term memory. Our cross-curricular design helps children to make connections between subjects and teachers take every opportunity to embed new learning whilst consolidating previous. Developing children's vocabulary, in terms of subject specific and academic vocabulary, is also a fundamental element of our curriculum design.

At the end of each enquiry question, we use a variety of methods to access pupil's knowledge, skills and understanding in the taught subjects. These assessments may take the form of a written, oral or creative piece. Class teachers, in discussion with the subject leads, select the most suitable means of assessing the pupils. For example, a study into the historical chronology of crime and punishment may be assessed through a quiz whilst a Design and Technology unit would be assessed through the evaluation of the final product. All quizzes are conducted through the Socrative software that provides a consistent approach. Where oral and creative assessment pieces are used, videos and images are captured. Assessments are used to inform class teachers assessment against the knowledge paths and skills ladders. Pupil's attainment is tracked termly through a whole school monitoring document to identify pupils working at, above or below the expected standard based on our progression documents.

Alongside the summative assessments, class teachers use constant formative assessment strategies to inform assessments these include (but are not limited to): class discussions, class work, conversations with pupils. Our teachers use these in order to make assessment judgements about whether pupils are secure against our curriculum frameworks end points. As teachers are immersed within the curriculum teaching and learning, and have identified the knowledge and/or skill that pupils are to learn, they are able to make these judgements without formal written marking. Therefore we do not have the expectation of written marking for our wider curriculum subjects.

We have designed, organised and planned our curriculum to ensure every child receives an appropriate mix of academic and personal development which means that in practice our curriculum places equal importance on academia and on ensuring children's physical and mental wellbeing are met. We understand that children will not be successful learners unless they are emotionally secure,

therefore we carefully design our curriculum and adopt a flexible approach to timetabling to ensure that we can meet and respond to any issues which may arise. Children's physical and mental wellbeing are as valued and important as academic development. Our pupils physical and mental wellbeing is a core driver of our whole school vision. Moreover, we recognise that pupils with identified Special Educational Needs and Disabilities (SEND) may require an adapted approach to the curriculum. As part of their termly planning, teachers plan for and adapt the learning to meet the needs of pupils identified as having a SEND. This is a tailored approach and individualised to the pupil in line with our SEND policy. Likewise, pupils who are recognised by class teachers as being gifted and talented within a subject area are provided with additional challenge through our 'Star challenge system'.



Our school values underpin our curriculum. Our values are designed to represent the core traits we want our children to show. Our aim is for our children to understand how Historians, Geographers, Inventors etc. utilise our values in order to be successful in their subjects. The six values are referenced within curriculum lessons when appropriate and relevant. Our school values reflect the fundamental British values and our curriculum lessons will draw on these when relevant.

Subject leaders, supported by the curriculum lead and senior leadership team, regularly monitor their curriculum area. We have developed a consistent approach to monitoring in the foundation subjects to ensure there is rigour, that our intent is met and standards are high.

Impact

Our pupils have a good level of understanding in the wider primary curriculum subjects. They demonstrate a strong level of knowledge and high level of skill in relation to the subject being taught. They are able to talk about their learning with their teachers and peers with confidence and showcase their knowledge and skills. Our pupils are prepared for the next stage in their learning and life. They are well-rounded individuals who are successful both academically, socially and mentally.