



Westwood with Iford School Curriculum Policy

Introduction

At Westwood with Iford School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum and International Primary Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child.

Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Westwood with Iford is evolving according to the needs of our children and to the aspirations of the staff and community.

Values

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We use the community to enrich the curriculum.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty.
- We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum.
- Parents are informed about the curriculum through topic letters, homework and curriculum workshops and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and computing;
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Local Authority syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

Organisation

National Curriculum 2014

The National Curriculum and School Curriculum begin when a child starts Year 1 and continues throughout Key Stage 1 and 2, up to Year 6. Children in the Early Years Foundation Stage (Year: Reception) follow the Early Years Foundation Stage Curriculum.

The Foundation Stage

At Westwood with Iford we follow the statutory requirements of the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We teach children by ensuring challenging, playful opportunities across the 'Prime' and 'Specific' areas of learning and development. Prime areas are fundamental; they work together to support development in all other areas. These are:

- Personal, Social and Emotional Development

- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We believe every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We strive to provide an environment which responds to children's individual needs, based on a strong relationship between practitioners and parents and carers. We use a range of stimulating resources, relevant to all the children's cultures and communities, alongside rich learning opportunities through play and playful teaching. We also support children to be independent, take risks and build positive relationships in a safe and secure environment.

The ways in which children engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support children to remain effective and motivated learners. We understand and observe each child's development and learning, assess progress and plan for next steps.

We support that children develop in the contexts of relationships and the environment around them. This is unique to each family, and reflects individual communities and cultures.

The National Curriculum

English

At Westwood with Iford School, English is taught discretely in a daily lesson as well as part of lessons in other subject areas. We believe that English provides the cornerstone for pupils' achievement throughout the curriculum. We recognise that English is unique among the subjects of the National Curriculum, as it is a subject in its own right, but also the medium for communication and learning in all other subjects. We believe that our pupils learn best when they are provided with a range of opportunities and skills for Speaking and Listening, Reading and Writing across the curriculum.

We want all of our children to become confident speakers and listeners and independent readers and writers.

We aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Discuss reading and writing comprehensively, expressing opinions, explaining techniques and justifying preferences, about a wide range of fictions and non-fiction texts, using suitable technical vocabulary.
- Understand a range of text types and genres.
- Write in a variety of styles and forms appropriate to the situation and across all curriculum subjects via the International Primary Curriculum.

At Westwood with Iford all classes have 'Big Writing' on a regular basis. This is a whole school approach and allows children to write at length, independently, after a focussed lesson on basic but important skills such as vocabulary, connectives, sentence openers and punctuation. (VCOP).

Phonics and Reading Schemes

At Westwood with Iford Primary School we use the Letters and Sounds phonics scheme and the Oxford Reading Tree and Bug Club reading schemes. These are supplemented by other reading schemes and phonic resources to maximise children's learning potential. All children throughout the school are taught daily phonics for four sessions a week.

We teach a cursive style of handwriting, and all children are encouraged to join their writing from the end of their Reception year.

Mathematics

In our teaching of this subject through the daily Mathematics lesson, we attempt to ensure that the children enjoy Mathematics and that they appreciate that it is a useful tool for life. We believe that it is essential for the children to gain a thorough understanding of Mathematics through appropriate practical experience and careful recording. Investigational work will form an important part of the Mathematical curriculum and will enable children to acquire the necessary skills and concepts and to develop their mathematical thinking. Children will be involved in practising these skills and where appropriate will apply them to other areas of the curriculum. Proficiency in basic number work is stressed and computation is often linked with measurement, shape and money. We believe there is a need for children to have a rapid recall of number facts including tables and hope that parents will support their children to practise them at home.. Emphasis is placed on oracy, mental calculations and problem solving. This encourages a practical application to learned mathematical rules. We also use a wide range of resources to reinforce the children's mathematical learning which match their age and ability.

We want to develop a confident approach to learning and applying understanding, to foster an interest in mathematics and an enjoyment of the subject.

We aim for a child to be able to:

- Become fluent in the fundamentals of mathematics through frequent and varied practice, and show the ability to recall knowledge
- Reason mathematically using appropriate language
- Solve problems by applying their skills in a range of contexts

Personal Social Health Education and Citizenship

PSHE is an important part of our school curriculum that helps to give pupils the knowledge and understanding they need to lead confident, healthy, independent lives and to become informed, responsible citizens. It is taught both intrinsically through other subjects like science and PE and explicitly during dedicated PSHE and Circle Time lessons. PSHE topics also form part of our Collective Worship time. Specific lessons, role play and drama, class discussions and many informal conversations with children can be occasions for promoting our school ethos and the values which PSHE & Citizenship encompasses. Personal Social Health Education (PSHE) and Citizenship is taught on its own and through other subjects and follows the Wiltshire 'Learn4Life' Scheme of Work.

Please see the PSHE & Citizenship Policy for further information.

Computing

Through teaching Computing, we aim to ensure that children become digitally literate in this modern world. We teach children how digital systems work, and how to put this knowledge to use through programming. We ensure that children are responsible and confident users of different technologies. We teach eSafety on a regular basis in every year group to develop children's understanding of the risks and benefits of the modern world. At Westwood with Iford we have a range of resources to reflect our curriculum such as beebots, cameras, Android tablets, iPads, Chromebooks and laptops. We have a wide range of software to develop and further children's learning. Communication skills form an important part of our cross curricular approach, and Computing skills will be applied in every subject across the school. As a school we actively use blogs to share our learning with each other and the world.

Physical Education

Our Physical Education programme includes involving all children in physical activities which challenge them at their own level. The aim is to allow children to develop individual physical skills to their full potential and to promote a healthy, active lifestyle within and outside of school.

All children participate fully in gymnastics, dance and games. Small team games often form the basis of outdoor lessons. The children are frequently involved in creating their own games and have the opportunity to use a wide range of skills.

Through all aspects of Physical Education the children are able to practise and develop physical skills, agility and co-ordination and to improve their own performance, so gaining a sense of achievement and self-confidence. Co-operative qualities and the care of and respect for equipment are also encouraged during PE activities, many of which involve working with a partner or in a group.

We are using our Olympic Legacy Funding to employ a sports specialist teacher to work with all of our children and provide excellent training for staff.

Religious Education

Our Religious Education teaching and learning follows the LA's agreed syllabus. Assemblies and Collective Worship reflect a Christian tradition and are a part of a carefully planned syllabus which includes the recognition of other faiths. Parents have a right to withdraw their child from Collective Worship or from Religious Education lessons.

Curriculum Enrichment

During the year each class will make visits to places of interest connected with their class topics, or may have in-school visitors. We also have special weeks or days when the normal curriculum may be suspended in order to cover aspects more intensively. We believe that first-hand experience is a vitally important part of the learning process.

The International Primary Curriculum

All non-core, foundation subjects (Science, Art, Geography, History, Music, Design and Technology, International and Society) are broken down by Key Stage and are taught through the International Primary Curriculum. The International Primary Curriculum (IPC) is a comprehensive, thematic, creative curriculum for 3-11 year olds, with a clear process of learning and with specific learning goals for every subject, for international mindedness and for personal learning.

The IPC has been designed to ensure rigorous learning but also to help teachers make all learning exciting, active and meaningful for children. Learning with the IPC takes a global approach; helping children to connect their learning to where they are living now as well as looking at the learning from the perspective of other people in other countries. The IPC is used by schools in more than 92 countries around the world.

Please see the IPC Policy for further information and detail.

Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a particular need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Football, Sports Coaching, Art club, Computing and Gardening club.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader 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 leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our governing body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher monitors the curriculum through planning, classroom observation, work scrutiny and liaising with the Subject Leaders. Subject leaders monitor the way their subject is taught throughout the school.

They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

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