

# **ST WYSTAN'S SCHOOL**

## **CURRICULUM POLICY**

### **Introduction**

This document is a statement of the aims, principles and strategies for teaching and learning at St Wystan's School. It lays the foundations for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read. At St Wystan's School we believe in the concept of lifelong learning. We maintain that learning should be a positive, rewarding and enjoyable experience. Through our teaching we equip pupils with the attitudes, skills, knowledge and understanding necessary to be able to make informed choices about their lives. We believe that appropriate teaching and learning experiences within the curriculum promote positive, responsible pupils who can cooperate with others while developing knowledge and skills to reach their potential. The range of extra-curricular activities helps to enrich the experience of the pupils.

### **Aims and Objectives**

We aim to provide a varied and supportive learning environment with a high quality teaching and learning experience that allows each pupil to develop their skills and abilities to fulfil their potential. We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach which uses Attitudes, Skills and Knowledge as the basis of learning. Our curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens and allow pupils to develop their skills and abilities to their full potential.

The curriculum has been organised into Science, History and Geography drivers. Each driver has been given a key focus question e.g. Were the Greeks Great? or Can you be the next MasterChef? Through our teaching we provide a broad, balanced curriculum with access for all to mathematical, scientific, linguistic, technological, social, physical and creative areas. Links are made to other subjects where appropriate and all creative challenges enable children to build upon their independent learning skills.

Each class teacher is responsible for the delivery of the curriculum with high quality teaching and learning experiences through a 'WOW' beginning and a 'Creative End'. Teaching staff are encouraged to broaden the experiences for the children through off-site visits, visitors into school and shared experiences of the wider school community e.g. involvement with parents and school links etc.

### **Our aims for Teaching and Learning:**

- be tolerant and understanding with respect for the rights, views and property of others;
- develop a responsible and independent attitude towards work and towards their roles in society;
- achieve their potential in terms of academic and physical achievement, aesthetic appreciation and spiritual awareness.

### **Our Principles of Teaching and Learning are to:**

- Enable pupils to become confident, resourceful, enquiring, creative and independent learners with a positive attitude to learning.
- Foster pupils' self-esteem and help them build positive relationships with other people.

- Develop pupils' self-respect and encourage them to respect the ideas, attitudes, values and feelings for others.
- Show respect for all cultures and, in doing so, promote positive attitudes towards other people.
- Enable pupils to understand their community and help them feel valued as part of this community.
- Help pupils grow into reliable, independent and positive citizens with regard for fundamental British Values.
- Enable all pupils to learn and develop skills to the best of their ability.
- Help pupils achieve their full potential and economic well-being.
- Enable the pupils to feel safe and secure.
- Have a comprehensive and inclusive PSHEE programme where children flourish

We cover all the national curriculum subjects in KS1 and KS2. The Nursery and Kindergarten classes follow the Early Years Foundation Stage which sets standards for the learning, development and care of children from birth to 5 years old. The EYFS areas of learning include 7 different areas and your child will mostly be taught through a balance of adult-led and child-initiated activities, rooted in play.

The areas of learning are:

- communication and language;
- physical development;
- personal, social and emotional development;
- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

### **Effective learning**

We acknowledge that pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. If a pupil requires academic support, we aim to meet individual needs by initially the class teacher assessing the needs, and providing resources and extra support for lessons and differentiated work. If a pupil requires further assistance, teachers will inform the SENDCo, who will then follow procedures according to our Special Needs & Disabilities Policy. If required outside agencies are recommended, in which parents can seek additional guidance from.

We aim to encompass the following areas of intelligence when planning teaching and learning styles:

- Linguistic
- Kinaesthetic
- Logical/mathematical
- Musical
- Interpersonal/reflective
- Visual/spatial
- Interpersonal/group working

We offer opportunities to learn in different ways including:

Visits of educational interest Use of Computing skills Creative activities Watching educational DVD's and clips Group work Listening to recorded material Paired work Physical activities Independent work Drama, role play and oral presentations Whole class work Designing and making things Asking and answering questions Research and finding out Investigation and problem solving

## **Teaching Aims**

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding. We use the school policies and schemes of work to guide our teaching. These set out our aims, objectives and values of the school and details of what is to be taught to each year group. We strive to ensure that all tasks set are appropriate to each pupil's level of ability and their age. We aim to meet the needs of SEND, EAL and gifted and talented pupils, through differentiated tasks (see differentiation policy). We set appropriate individual targets to move pupils forward in their learning.

## **Strategies for ensuring progress and continuity:**

**Planning** is a process in which all teachers are involved:

- An annual Topic, English, Maths and Science overview is drawn up by staff in each Key Stage and is carefully balanced to ensure full coverage of the National Curriculum;
- Half termly Curriculum Skills Maps are planned ensuring overviews are covered in greater detail and how subjects are interlinked with the main topic. These are also displayed within the classrooms;
- Weekly timetables and planning overview containing information about Learning Objectives, tasks, differentiation, resources and assessments are submitted to the Headteacher;
- Subject overviews and frameworks for individual subjects are developed by Subject Leaders;
- Regular staff meetings, held weekly and at the start of each term, are used to discuss various aspects of the curriculum and to ensure consistency of approach and standards
- Staff in Nursery and Kindergarten each meet weekly to discuss children's learning and development needs and plan for the following week.

When planning, we give regard to individual needs, targets and recent assessments. We plan our lessons with clear learning intentions. The Curriculum Skill Maps indicate what topics are to be taught each term and set out the medium-term planning. We use the Early Learning Goals and the National Curriculum as a guide to our schemes of work. Our short-term plans are on a weekly basis covering information about the tasks, differentiation, resources and assessment. The class teacher records planning in their planning folders. The specialist teachers plan their specialist subjects i.e. Music, P.E. and French lessons.

**Time** is a resource that we value. To maximise its use:

- a) The Early Years children's time is organised by the teachers around the seven areas of learning through topics / children's interests;
- b) The National Curriculum across years 1 to 6 is organised into topics and covers each years group's curriculum;
- c) As children progress throughout the school they are encouraged to take greater control of their own learning, including their use of time;
- d) Time wasting is reduced by ensuring that tasks are made specific and clearly defined;
- e) All children engage in useful activities immediately upon entering the classroom (RAR, Handwriting, Phonics, Spelling, Reading etc.) and know what to do between the end of an activity and the end of a session.

**Computing** is a resource which is used across the whole curriculum.

**The Library** is a valued resource used mainly by the Uppers with teacher guidance with other classes being given the opportunity to develop library skills. Each class has supplementary material in its classroom.

### **In the classroom**

Each teacher aims to establish good working relationships with their pupils and treat them with kindness and respect. We treat pupils fairly and give them equal opportunities to take part in class activities. We expect all pupils to comply with the school rules and praise them for their efforts. We insist on good behaviour and if pupils misbehave we follow the guidelines in our school behaviour policy. We ensure all tasks are safe for the pupils. When we take pupils out of school we complete a Risk Assessment and obtain permission from parents.

We organise classroom assistants to work with individuals and groups, involving them in planning and assessment. This is always under the supervision and direction of the class teacher or SENDCO. Parent helpers also assist with classroom activities and trips under direction of class teachers once a DBS has been cleared.

Our classrooms are attractive learning environments. Displays are changed to reflect the topics being studied and pupils' work is displayed in classrooms around the school. A range of teaching and learning resources is available to support all areas of the curriculum.

### **Transition**

When a transition takes place, (eg. EYFS to Y1, Y2-Y3, Y6-Y7) all relevant information regarding the child's progress and attainment records are sent to the next stage. This includes and additional support received extension opportunities or SEND concerns. If a child arrives new to our setting, we request information from the previous setting to assist transition.

### **Evaluations and Review**

We reflect and evaluate our teaching, so that we can modify and continue to improve in the future. Teachers are encouraged to reflect on their strengths and weaknesses and plan their own development needs accordingly as part of the school performance management system. Subject co-ordinators review their subjects and follow national guidelines monitoring and ensuring appropriate teaching strategies are used. INSET needs are driven by this ongoing evaluation process.

### **Pupils work towards the school aims by:**

- being punctual and ready to begin lessons on time;
- being organised – bringing necessary kit, taking letters home promptly, returning reading books regularly;
- conducting themselves in an orderly manner, in line with the expected code of discipline;
- taking responsibility for their own learning.

We believe that parents have a fundamental role in helping pupils to learn.

### **Parents work towards the school aims by:**

- ensuring that children attend school in good health maintained by adequate diet, exercise and sleep;
- ensuring that pupils attend school regularly, eschewing school holidays;
- providing support for the discipline within the school and for the teacher's sake;
- being realistic about their children's abilities and offering praise and encouragement;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- giving due importance to homework, hearing reading, and assisting in the learning of tables and spellings;
- allowing their children to take increasing responsibility as they progress through school.

We do all we can to inform parents about what and how their children are learning by:

- Using the home/school diary for daily communication;
- Holding parents' evenings every term;
- Presenting each new parent with a parent handbook setting out curriculum aims.
- Sending regular newsletters;
- Explaining to parents how they can support their child with homework / learning at home;
- Setting targets for the Key Stage 1 and 2 pupils which are discussed with the parents and pupils;
- Parent information evenings
- Curriculum Evenings;
- Providing Curriculum Skills Maps.

### **Monitoring and Review**

This policy will be reviewed regularly by the Academic Committee SLT so that we can take account of new initiatives, changes in the curriculum or developments within the school.

Karan Hopkinson Headteacher

Read & approved by: SLT & staff

Reviewed: August 2017

Review date: August 2018

**Strategies for Teaching and Learning**

We aim to plan in a topic based approach to promote excellence and enjoyment in learning, encompassing British Values and our school ethos. The amount of time dedicated to each subject is flexible as subjects are integrated through a topic based approach. Form teachers aim to achieve a parallel balance between the subjects throughout the year dependant on the topic chosen, although core subjects of English and Maths will usually fulfil 50% of a weekly timetable. A timetabling guide below gives a close balance of the areas of study. Additional RE/PSHEE is encompassed within our assemblies on a weekly basis.

	Percentage	Periods/Weeks
Mathematics	22.5	9/40
English (Writing/Reading)	22.5	9/40
Topic:	30	12/40
<ul style="list-style-type: none"> <li>• Science</li> <li>• History</li> <li>• Geography</li> <li>• Computing</li> <li>• Art/Technology</li> </ul>		
Music	5	2/40
French	5	2/40
Religious Education	2.5	1/40
PSHE	2.5	1/40
PE/Games/Swimming	10	4/40

**At Foundation Stage (Nursery and Kindergarten)** our curriculum is largely organised around the seven areas of learning wherein:

- An annual programme of topics / predicted interests is followed; In Kindergarten, Mathematics and English Language development activities are taught within the topic framework;

**At Key Stage 1 and 2** our curriculum is also topic lead.

- The predominant mode of working is class teaching, although there is an emphasis on individual work to allow for the differentiation of pupils where appropriate;
- Within this structure relevant discussion is encouraged, although some periods of the day are set aside for silent work.

**There is specialist teaching:**

- Foundation Stage: Music and PE for Nursery and Kindergarten, and French for Kindergarten;
- At Key Stage 1: Music, French, RE, PE and Games;
- At Key Stage 2: Music, French, RE, PE and Games.

**Commercially available schemes of work** are used where appropriate to support the teaching of RE and PSHE.

## **Notes**

### **Assemblies**

KS1 and 2 8.45am – 9.00am Monday, Wednesday & Thursday and 3.00pm – 3.30pm Friday Celebration Assembly

KS1 also have a visit from 'Open the Book' each Tuesday at 9am for 15 mins.

Nursery attend Monday and Friday assembly after the first half term.

Y1 – Y6 also have hymn/song practice 3.00pm Monday for 30 minutes.

Primary Eco & School Council Have a meeting every week with Miss Taylor in Form 5. All classes allocate time for children to feedback.

### **RE/PSHEE**

The scheme of work for these subjects is completed in these sessions and assembly time is used to promote British values, PSHEE topics and the spiritual, moral, cultural, emotional and physical development of pupils at the school and in our society. Our strands cover: Health and wellbeing, Relationships and Living in the wider world, preparing our pupils for the opportunities, responsibilities and experiences of later life.

### **KS2 Art/DT**

Design Technology is blocked into a full day or 2 depending on the project to allow design/make/evaluate process to be completed. This is usually planned around the creative curriculum on the skills map.

### **KS2 History/Geography**

These are taught as creative end topics and alternate half termly or termly depending on the topic and cross curricular links made.