

# Wootton St Peter's CE Primary School



## Curriculum Policy

Date Adopted by Governing Body: July 2021

Date to be Reviewed: July 2023

**Signed Chair of Governors**

A handwritten signature in black ink, appearing to read 'Andrew Morgan'.

**Andrew Morgan**

**Signed Headteacher**

A handwritten signature in black ink, appearing to read 'Charles Pitt'.

**Charles Pitt**

***“ And I tell you, you are Peter, and on this rock I will build my church”*** (Matthew 16:18 New Revised Standard Version)

#### Introduction:

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises. Children’s time at Wootton St. Peter’s will be rich with experiences to open horizons of hope and aspiration. We want to ensure that they have every opportunity to be successful in the next stage of their education and beyond. We believe that the curriculum will equip our children with the confidence to grow, meet challenges and give them the knowledge that can change the world and make a difference. **Our children become the rocks upon which a better world can be built.**

#### Curriculum Intent:

At Wootton St Peter’s Primary School our curriculum is rooted in our values of ***perseverance, compassion and courage***, informed by the teachings of St. Peter. We are a Thinking School: *‘an educational community in which all members share a common commitment to giving regular careful thought to everything that takes place. This involves both students and staff learning how to think reflectively, critically and creatively, and to employing these skills and techniques in the co-construction of a meaningful curriculum and associated activities.’*

Our curriculum design is clearly articulated by all leaders, coherently sequenced, planned to ensure the children will grow to be knowledge rich, achieve the highest academic outcomes, make outstanding progress and can demonstrate a deep understanding and extraordinary skill level.

Our curriculum is broad, ambitious and inclusive and designed to meet the needs of all learners. Academic success, as well as physical development, well-being and mental wellness are key elements that support the development of the whole child and promote a positive attitude to learning. Our children will acquire a progression of skills and knowledge through a carefully crafted curriculum. We see all of our children as individuals so they are enabled to make progress across all subjects to continually grow and improve. We follow these guiding principles to design our curriculum:

- **Student centred** – student centred models are needed for improving thinking: student centred means that metacognitive tools and strategies are taught to and used fluently by students.
- **Inclusive** – there is an underlying belief that all students can think, that thinking capacity can be improved on and that all learners have innate abilities to think in a variety of ways.
- **Evidence informed** - educational practice and policy are established on a robust evidence base of research and enquiry
- **Progress focused** - the acquisition and development of metacognitive strategies and intelligent learning behaviours leads to a more effective learning if it is integrated into content planning

- **Commitment of the whole school community to:**
  - use a common language of thinking and learning
  - make thinking and learning explicit
  - aspire to nurture independent thinkers and learners

We develop children's love of literature through widespread reading linked to exciting texts and topics. This enables children to make links across the curriculum, to help them know and remember more.

### **Implementation:**

#### ***Perseverance, Compassion and Courage***

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

### **Organisation and Planning**

Our curriculum is text-based, and follows the National curriculum objectives for each subject area. Our long term plans are created for each year group, ensuring full coverage of the broad curriculum, and linking to inspiring texts whenever possible. We are as creative as possible in our planning, considering what will motivate and stimulate our learners. We link learning to local, national and international issues when possible, in order to make learning relevant to our pupils' lives.

Our medium term plans give clear guidance on the objectives for each subject area, linking to the selected focus text when it is meaningful and relevant to do so. We ensure a balance when planning a term's work – ensuring that we have provided a wide range of opportunities and experiences which will appeal to different learners. If subjects are blocked the sequencing has been carefully considered to ensure that learning is being developed through the integration of previously learned and practised knowledge and skills.

Our short term planning incorporates scaffolding and differentiation to meet the needs of the learners in each class.

Linking to our values, we encourage our children to challenge themselves and believe in themselves. Through our ***How we learn at Wootton*** we reinforce the growth mind set philosophy, that making mistakes help us learn, and we celebrate the power of yet.

We plan our curriculum very carefully to ensure that there is coherence and full coverage of the National Curriculum and Early Years Foundations Stage Curriculum. We ensure that

there is planned progression in all curriculum areas through our Knowledge and Skills Progression Document for the whole school.

We are proud of the quality and range of additional experiences that our children benefit from. Educational visits and visitors are used on a termly basis, with every class benefitting from an experience per term.

### **Subject Specific Information**

- Maths follows the White Rose Scheme.
- English teaching is supported through the use of CLPE Power of Reading, SPAG.com for spelling and grammar learning.
- All English lessons are linked to the chosen key text being read by the class that term. (In EYFS a new text is chosen weekly).
- Phonics is taught through EYFS and KS1 and into KS2 when necessary. Phonics teaching uses Read Write Inc.
- German is taught from Year Three to Year Six
- All children receive two hours of quality PE per week, taught by the teachers themselves following the **realPe** scheme
- RE follows the Discovery Scheme and Understanding Christianity
- Music follows the Charanga Music scheme
- Science is supported by planning from the Hamilton Trust
- Computing is supported by planning from Teach Computing

### **The Nursery and Foundation Stage (see EYFS Policy)**

The curriculum that we teach in the mixed Nursery and Reception class meets the requirements of the Early Years Foundation Stage Curriculum. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. We have strong links with our local preschool providers and endeavour to ensure a smooth transition into Reception class for our pupils.

We also foster relationships with parents and carers of our pupils to ensure meaningful links can be made between home and school to the benefit of our children.

### **Inclusion**

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an equal obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs.

Our provision complies with the requirements set out in the SEND Code of Practice. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation. Individual Support Plans are shared with pupils and

parents and reviewed termly. If it becomes necessary, we consult with outside agencies regarding our provision for SEN children. These services include the Educational Psychologist, School Nurse and PCAMHS.

### **The role of the subject leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Encourage an enthusiasm for their subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Have an awareness of standards in their subject area, seeking to employ strategies which will raise them.
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. 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. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned for and seen within books.

### **Monitoring and review**

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive meaningful and frequent feedback, in line with our Assessment and Feedback Policy. The leadership team and subject leaders also conduct supportive learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. The Headteacher carries out two formal lesson observation within the year: one in the autumn and one in the summer term of all teachers. These observations have a specific focus and link to teacher appraisal.

Subject leaders also monitor the way in which resources are stored and managed. The Head teacher and subject leaders feedback to individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

### **Impact**

*'Successful outcomes are reflected in students across a wide range of abilities demonstrating independent and co-operative learning skills, high levels of achievement and both enjoyment and satisfaction in learning. Benefits will be shown in ways in which all members of the community interact with and show consideration for each other and in the positive psychological well-being of both students and staff.'*

### **How we learn at Wootton**

The aims of our school curriculum at Wootton St Peter's are to enable children to:

- Develop a sense of self-esteem: be well balanced and healthy individuals

- Be metacognitive aware: pupils understand and enjoy the process of learning. They can break down obstacles into manageable chunks and overcome them.
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop an enquiring mind and be able to ask questions
- Be confident enough to take risks and make mistakes in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate courteous responses towards others
- Be proactive in their responsibilities towards the wider world:
  - o the community,
  - o society (fair society)
  - o the environment
- Understand and respect diversity
- Acquire knowledge through feedback, retrieval practice and assessment

Over time, the school has sustained improving attainment measures in all key stages. All children across the whole school, including those who are vulnerable, achieve well, make good progress and are very well prepared for the next stage in their education. The quality of teaching is exceptional. As a result, children are challenged to think and demonstrate high levels of skill and broad knowledge. They are able to read widely and apply the mathematical knowledge they learn in their lessons.

We are especially proud of the good foundation for learning we provide with consistently high phonic results and, by the end of KS2, excellent outcomes for all pupils, including pupils with SEND and disadvantaged pupils. We also take great care to ensure that our SEND children are matched to the secondary school which suits their needs best.

The curriculum provides rich opportunities for learning and contributes extremely well to pupils' excellent spiritual, moral, social and cultural development. Book scrutiny and pupil voice activities show work of a consistently high standard. Often children have detailed knowledge, can write in a complex way, read widely and often. They demonstrate good reasoning skills and take pride in their work.

Children's behaviour is exemplary in lessons, at break times and around the school. They can self-regulate, have excellent attitudes to learning and communicate with confidence. Children talk with joy about their passions and opportunities. Many achieve qualifications and certificates in artistic and sporting areas. They are self-aware, knowing their strengths and areas for development. They have confidence and are resilient in the face of challenges.

Children are ambitious for themselves and our school. They are well prepared for the next stage in their educations

During the recent period of remote education, we quickly adapted our practice to ensure that our curriculum was delivered as well as possible which was highly appreciated by parents. The school is in an exciting stage of development and we are very well regarded in the local community.

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Signed \_\_\_\_\_  
Headteacher

Signed \_\_\_\_\_ On behalf  
of Governors

Date \_\_\_\_\_