



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts
and healthy minds.

CURRICULUM POLICY

APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

3.7.2023

Chair of Governors

Signed: _____

Respect Inclusive Creative Hardworking

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/ enrichment activities that the school organises in order to enrich the experiences of the children at Preston and Wingham Primary Schools.

Values

Our school curriculum at Preston and Wingham Primary Schools is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Respect Inclusive Creative Hardworking

- ✚ We value our environment and all individuals within it to teach respect for our world and those around us.
- ✚ 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 importance of each person within our school community. We organise the curriculum so that we promote co-operation, empathy, inclusion and understanding between all members of our community.
- ✚ We value the rights enjoyed by each person in our society, we respect each child in our federation 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 within the federation.
- ✚ We value the creativity within all children and aim to promote and cultivate this to allow our children the autonomy to show their strengths.
- ✚ We value the acknowledgement that sometimes life is challenging and promote positive behaviours for learning to enable all children to achieve their best whilst working hard.

Aims and Objectives

The Preston & Wingham Primary Schools Federation seeks to ensure that the curriculum is implemented in a way that:

- ✚ Enables all children to understand the skills and attributes needed to be a successful learner and how to effectively use these to move their learning on.
- ✚ Enables children to develop their own personal interests, beliefs and talents.
- ✚ Promotes a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- ✚ Teaches children the basic skills of literacy, numeracy and information technology (Computing)
- ✚ Encourages children to be inquisitive, ask questions and take informed risks.
- ✚ Enables children to develop their creativity
- ✚ Enables children to understand how to keep themselves safe and know what action to take if they (don't feel safe)
- ✚ Enables children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- ✚ Teaches children about their developing world, including how their environment and society have changed over time
- ✚ Helps children understand Britain's cultural heritage
- ✚ Enables children to be positive citizens in society and to feel that they can make a difference
- ✚ Enables children to understand and respect other cultures

- ✚ Enables children to have an awareness of their own spiritual development, and to understand right from wrong
- ✚ Helps children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- ✚ Enables children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others



Organisation and planning

In the Reception year children attending Preston Primary School and Wingham Primary School follow the statutory elements of the Early Years Foundation Stage Curriculum. Teaching in the Reception year builds on the experiences of the children in their pre-school settings and is informed by the strong transition arrangements that are in place.

From years 1 – 6 children study the National Curriculum and Discovery RE which enables us to cover the required aspects of Religious Education.

To ensure our pupils are supported to develop the key skills and knowledge required, we have a skills progression document for each subject which sets out what must be taught in each year group. The skills and knowledge have been carefully sequenced to build upon prior learning enabling our pupils to know more and remember more as they progress through school.

Across the Federation, the curriculum is carefully planned into cross-curricular 'units' ensuring that all the key objectives, knowledge, skills and understanding contained in the Early Years Foundation Stage Curriculum, National Curriculum and the requirements for RE are covered and that learning is progressive. At **Preston Primary School** the units are implemented on a two-year rolling programme due to the mixed year group classes. At **Wingham Primary School** each year group has annual units. Each unit has a key question enabling an enquiry based approach that gives purpose to the learning for the pupils. Opportunities for children to apply their skills across the different areas of the curriculum are central to our philosophy. We strongly believe that children learn best by engaging in first-hand experiences and as such there is a strong practical element to our curriculum with appropriate educational visits and workshops in order to promote a love of learning in every pupil, a desire to explore and investigate and the time to have fun. This means that children will not always complete a piece of recorded/written work. Evidence of children's learning may also be seen in observation stickers/post-its, photographs, film, saved computing work, class books, display, teacher records, annotated plans etc. Children are regularly encouraged to reflect upon their learning and this may be seen at the end of a lesson, a week, a term or a unit of work.

Our children tell us regularly that they learn and remember best when they are outdoors and physically accessing learning. This is the case from reception to year 6. Our ethos is to aim to provide as many opportunities as possible for our pupils to engage in physical, outdoor learning to support the development of their knowledge, skills and understanding across all aspects of the curriculum. We want children to live, breath and experience the curriculum at first hand. We believe that frequent participation in outdoor, adventurous activities has a positive impact not only upon children's physical development and well-being but also on their progress across the curriculum. In particular, children have the opportunity to develop key skills such as team work and problem-solving and increase their confidence. This offer is central to our vision of providing a holistic educational experience for each and every child where elements of differing subjects are intertwined. Our experience in school shows that children know more and remember more when they learn through these physical experiences. Teachers are encouraged to 'take their lessons outside' and use 'working in the field' to deliver high quality lessons that enable pupils to acquire and remember the skills, knowledge and understanding detailed in our curriculum plans.

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

Whilst we appreciate that development of these key skills are fundamental to children's education, we are committed to developing the 'whole child'. As such we aim to provide a wide and varied learning experience for our children through a broad and balanced curriculum. We want to ensure that children make progress in their learning whilst also ensuring that children study the curriculum in depth and are able to apply the skills they have developed across the curriculum. Blooms Taxonomy is used to enable teachers to help pupils extend their skills and deepen their learning. The curriculum is designed to be accessible to all children who attend the federation and where necessary will be adapted to meet the needs of individual children.

The teaching of **English** is an intrinsic part of this cross-curricula approach and as such, much of the children's learning now relates to each particular class unit. Key texts have been chosen to complement the themes so that reading comprehension and writing skills are developed through them.

Whilst reading and writing skills are taught through the chosen units and texts wherever possible, it is necessary to teach some aspects discretely.

In the Foundation Stage and Key Stage 1, phonics is taught systematically using the Twinkl scheme at Wingham and an approach similar to Read, Write, Inc at Preston along with a wide variety of well-chosen resources.

Learning to decode text is important and the early stages of reading in particular, are closely linked to the teaching of phonics (letter sounds). We give children the opportunity to read a wide variety of texts in order to expose them to different styles of writing, different types of books and appeal to their interests. The books used to support our younger pupils to learn to read, are carefully organised to ensure they are well-matched to the child's phonic ability. A great emphasis is also placed on understanding and comprehension. As soon as possible, children will be reading a range of material from appropriate publishers and they will be encouraged to select books of different genres as well as comics, magazines, newspapers and ebooks. The emphasis is very much on reading for pleasure as well as reading for learning and, through our approach, we hope to encourage a life-long love of books.

Children develop their ability to read in a variety of ways -:

- shared reading sessions where children are read to and books are enjoyed and discussed
- class reading lessons
- 1-1 reading with an adult where individual interests and needs are most easily addressed.
- taking books home to read regularly with family members.

Once children have met the standard expected by the year 1 phonics check, the No-Nonsense spelling programme underpins the teaching of spelling. Grammar, punctuation and spelling are taught in line with the national curriculum.

The majority of pupils learn to join their handwriting in year 2 though this is delayed or revised in lower key stage 2 if necessary. Presentation skills, including those that are computer-generated are an important part of children's learning across the school.

Drama and Performance poetry are a valued part of the curriculum and opportunities are given to all children to perform to a 'real' audience. A wealth of enrichment activities are used to enhance the children's learning.

Mathematics is essential to everyday life and is, therefore, a high priority for us. We aim to provide a maths education that enables our pupils to:

- Become fluent in the fundamentals of maths.
- Reason mathematically.
- Solve problems by applying their maths skills to a variety of problems with increasing sophistication.
- Apply their mathematical knowledge to other subjects.
- Develop a sense of enjoyment and curiosity about maths.

Pupils will be supported to develop a secure understanding through practical maths activities and regular use of manipulatives. Those children who grasp concepts readily will be challenged through being offered rich

and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will be supported to consolidate their understanding before moving on. We use the White Rose mathematics schemes of learning.

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of school life and the values of the federation. The schools take account of the DfE non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) and citizenship and the statutory expectations relating to Relationships, Sex Education and Health when planning the curriculum (please refer to our RSE policy for more detailed information). We use the Heartsmart resource to support high quality teaching and learning in this area. E-safety and responsible online behaviours will permeate all aspects of school life.

Religious Education is planned from Discovery RE. Parents have a right to withdraw their children from R.E. Where parents choose to exercise this right, the Head of School will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources.

French is taught predominantly as our modern foreign language. However, developing inter-cultural understanding is just as important as learning different languages. We use Language Angels across the federation.

We have developed a teaching sequence designed to support our pupils to build on previous learning and, thus, enable them to know more and remember more over time:

Recap, **E**xplain, **T**each, **A**n example, **I**ndividualise, **N**ew Learning, **S**tep In:

By employing this sequence consistently across the classes, our pupils become familiar with the learning process.

The curriculum is further enriched by a wide variety of extra-curricular activities enabling children to pursue areas in which they are particularly interested or talented. Children are given the opportunity to attend extra-curricular clubs, festivals, competitions etc.

It is widely recognised that children who are supported through a strong partnership between home and school have a greater chance of achieving well. The federation therefore strives to develop good relationships with parents and carers and provide information and guidance that enables them to effectively support their children's learning. Parents are informed about the curriculum through curriculum letters and are invited to attend curriculum workshops. It is expected that parents will also support their children through home learning as detailed in the homework policy.

Planning

Before a unit begins teachers will have a planning meeting with a member of SLT. The purpose of the meeting is to plan out the unit in to subject blocks if necessary and discuss texts used and enrichment opportunities within the topic covered. It also an opportunity to highlight the knowledge and skills progression documents that are used as guidance when planning individual lessons and activities.

Assessment

In order to support each child to progress as much as possible in their learning the delivery of the curriculum is supported by a thorough assessment process. This aims to support high quality teaching and learning that enables us to:

- identify and track each child's progress
- highlight each child's strengths and next steps in learning
- give children constructive guidance and clear learning targets
- implement appropriate extra support where required by individual children

Day to day, high quality assessment for learning (especially feedback and marking) is fundamental to children's progress and is used to inform the more formal assessment systems. Staff are expected to abide by our feedback and marking expectations at all times. Children in the Reception year are assessed during their first term at school using the Reception Baseline Assessment. Development Matters will be used to assist assessment during the reception year. We use Target Tracker to ensure teachers formative and summative assessments track children in English and maths. Across the federation, we promote, celebrate and nurture children's abilities to make choices within their learning. We understand that children have strengths in many different areas and these are encouraged and explored. This belief continues into our unique assessment of the wider curriculum subjects through FLOURISH and series of end point questions linked to the unit question. FLOURISH is where children have the autonomy to choose how they respond to the unit question to demonstrate their learning. PE and Modern Languages have assessment outside of FLOURISH. The data collected is analysed (September/December/March by subject champions and alongside monitoring inform standards and areas to focus on (if any).

Children in years 1, 2, 4 and 6 undertake the National Tests/Tasks. (Year 1 Phonics Screen, Year 2 Key Stage 1 SATS, Year 4 Multiplication Check, Year 6 Key Stage 2 SATS) Other tests may be used to support teacher's assessments and so inform future provision. The progress of each child is discussed with their parent/s at the parent consultation meetings. A written report for parents is produced at the end of each school year. However, parents are welcome to discuss their child's learning and progress at any point during the school year.

Monitoring

The Executive Headteacher is responsible for the strategic organisation of the curriculum and assessment and the federation leadership team monitoring effectiveness. The federation's subject champions are responsible for:

- Providing a strategic lead and direction for the subject;
- Reviewing the curriculum plans and skills/knowledge progression for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into the schemes (units) of work.
- Supporting and offering advice to colleagues on issues related to the subject;
- Monitoring pupil attainment and progress in that subject area;
- Providing efficient resource management for the subject;
- Keeping up to date with developments in their subject, at both national and local level.

The governing body evaluate the overall effectiveness of the federation's provision through receiving reports from the Federation Leadership Team and subject champions, through governor visits (which include talking to pupils), through attending parent events and through analysing data.