

# Wincheap Foundation Primary School



## Curriculum Policy

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## 1. Curriculum Aims

Wincheap Foundation Primary School has a strong commitment to raising standards and enabling all pupils to succeed. Our curriculum is underpinned by an understanding that children are unique in their needs and circumstances, and is designed to provide an exciting variety of fully inclusive learning opportunities to develop their knowledge and skills in all subject areas. Experienced staff ensure that learning is engaging and memorable, and fulfils our core vision and values.

Through our curriculum, we aim to:

- Provide a broad and balanced, well-sequenced education for all pupils to enable them to develop the knowledge and skills needed for their future learning
- Enable pupils to understand concepts and acquire skills, and apply these in relevant situations
- Provide a happy, safe and stimulating learning environment with exciting opportunities that engage pupils and promote positive attitudes to learning
- Ensure that our inclusive, creative and rich curriculum reflects the needs of each of our pupils, enabling them to make the best possible progress whilst nurturing their talents
- Acknowledge and celebrate efforts and the achievements of all
- Promote the learning and development of our youngest children and make sure they are ready for key stage 1 at the end of reception
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Support pupils' spiritual, moral, social and cultural development
- Develop resilience and self-esteem and promote an awareness of social, emotional and physical health and well-being
- Provide pupils with the skills to learn and to foster a sense of confidence, independence and responsibility
- Teach pupils how to be responsible citizens by encouraging appropriate social skills and values
- Provide opportunities for parents to have an active and supportive role in their child's education and to promote links with the wider community.

Wincheap Foundation primary School caters for families with a wide range of social and educational backgrounds and expectations. A significant proportion of pupils are eligible for Pupil Premium funding and the experiences and opportunities for learning our children have outside school are very varied. Our specialist Speech and Language Department (SLD) has places for 20 pupils with EHC plans for speech, language and communication difficulties, and in addition, we have a number of pupils with a wide range of special educational needs and/or disabilities (SEND) in mainstream, a nurture class and small provision for pupils experiencing emotional-based school avoidance (EBSA). Our school has

a wholly inclusive attitude, and our curriculum intent centres on the provision of a rich curriculum that meets the needs of all.

We firmly believe in the importance of providing a broad and balanced curriculum where all subjects are valued, and we are committed to equipping pupils with a breadth of knowledge and skills in all subject areas. Our aim is that they enjoy the richness and fun of learning within a variety of different learning approaches.

## **2. Legislation and Guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [maintained schools governance guide](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **3. Roles and Responsibilities**

### **3.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also make sure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw pupils from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets, in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including pupils with SEN

### **3.3 The Curriculum Lead**

The Deputy Headteacher is Curriculum Lead.

The Curriculum Lead has strategic responsibility for ensuring that the school's curriculum is coherent, ambitious and effectively implemented, so that all pupils build secure knowledge and skills over time.

#### **Key responsibilities:**

- To lead the design and ongoing development of the whole-school curriculum
- Ensure compliance with the National Curriculum and statutory guidance
- To oversee curriculum sequencing and progression across all subjects
- To support and coordinate subject leaders
- Monitor and evaluate curriculum quality and impact
- Identify and provide curriculum-related CPD
- To monitor and review curriculum policies
- Report on curriculum matters to senior leaders and governors

### **3.4 Subject Leaders and Other Staff**

Subject Leaders are responsible for the strategic and day-to-day leadership and monitoring of their subject. They, along with teachers and other staff, will make sure that the school curriculum is implemented in accordance with this policy.

## **4. Organisation and Planning**

We follow the programmes of study of the **National Curriculum in England (September 2014)** and the **Early Years Foundation Stage (EYFS)** for all subjects across the whole school. We invest in high-quality resources to deliver the curriculum, with experienced staff, specialist learning environments, and practical equipment and resources that support teaching.

We teach individual subjects discretely, with a strong focus on the acquisition of knowledge and skills appropriate to each, but group them within overarching termly themed topics linked to either history or geography. This approach is designed to enable pupils to make connections and strengthen their learning.

Our curriculum has been developed with subject leaders to ensure that it develops pupils' knowledge, understanding of concepts and vocabulary sequentially year on year in all subjects to enable strong progression for all. It starts in the foundation stage, where children follow a curriculum consistent with that in all year groups, enabling them to build their knowledge across all seven areas of learning. We tailor learning within subjects and themes to meet the needs and interests of all our pupils across the school.

Our thematic approach draws on the wealth of opportunities provided by the historical and geographical richness of Canterbury and the Wincheap area, to deepen pupils' subject knowledge and understanding of the cultural heritage of the area in which they live. We aim to bring classroom learning to life by regular visits and trips, enabling deeper understanding of events in history and the way the landscape has been shaped over time by local and national events. We are committed to giving all pupils a rich breadth of experiences extending or complementing those they may have outside school, whatever their background. Our curriculum also affords many opportunities for parents to share their children's learning and successes, building strong home-school partnerships to support progress.

We expose pupils to as many opportunities and experiences as possible to help them develop spiritually, morally, socially, emotionally, physically and academically and develop cultural and community awareness. Our curriculum aims to equip pupils with the knowledge needed to keep themselves safe, and to prepare them for life in modern Britain with a sound understanding of fundamental British values, appreciating their place the world, in history, in the environment as well as their potential for the future. Learning opportunities for SMSC and the development of fundamental British values are carefully woven into each termly topic. These are enhanced further by a wide range of whole-school opportunities, including themed days and weeks, links with the community, workshops and assemblies.

To support subject delivery, we use a range of commercially produced schemes designed to develop pupils' knowledge and skills sequentially across a number of subjects. These include:

- White Rose Maths and Science
- Ed Shed for English spelling and grammar, reading comprehension (VIPERS) and to support writing panning based on high-quality texts and poetry
- Fischer Family Trust (FFT) Success for All Phonics
- Nuffield Early Language Intervention (NELI) programme to support children's spoken language in our reception classes
- Letter Join for handwriting
- Purple Mash for computing
- Charanga for music
- Jigsaw PHSE and RHSE
- PE Planning
- Kapow Design and Technology
- Kent Agreed Syllabus for RE, taught through Kapow Religious Education and Worldviews

These schemes, used in all year groups including the EYFS, provide a framework for learning which we adapt to meet the needs of our pupils.

For history, geography, art and Spanish, we have developed our own carefully sequenced programmes of study with clearly mapped progression of knowledge and skills in all year groups.

Our reading spine is followed across the school. It specifies high-quality, engaging texts for each year group, including EYFS, that will provide opportunities for reading across the curriculum, as well as models and opportunities to inspire writing for purpose in a range of genres. These texts include fiction, non-fiction and poetry and are linked to curriculum themes when appropriate.

At Wincheap, we include the statutory Relationships, Sex and Health Education (RSHE) within our whole-school PSHE Programme. We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. To ensure progression and a spiral curriculum that builds on previous learning, we use Jigsaw as our chosen teaching and learning programme to give a framework to our scheme of work with additional bespoke teaching to meet needs of pupils as they arise.

Wincheap employs highly experienced specialist teachers for art, forest school, Spanish and PE to ensure high-quality provision in these subject areas.

We hold Artsmark Silver, reflecting our commitment to the arts and forest school at the heart of our curriculum to engage and inspire pupils inside and outside the classroom. We have purpose-built art and music classrooms as well as a well-established forest school site in our extensive grounds. We provide exciting musical opportunities for all pupils with music playing a central role in our arts-rich curriculum. We believe the arts, including music, performance and dance, give pupils opportunities to discover and celebrate varying individual strengths and stimulate imagination and expression. They also offer enriching experiences and opportunities for pupils to understand and appreciate the creativity of others. Pupils learn to play musical instruments as they progress through the school, including electric guitar. Our school choir gives performances in school and at venues around the local community.

Arts opportunities are enriched by regular activities such as workshops, annual performances, and a nativity production. Every summer we celebrate the progress pupils have made with our annual Festival on the Field, an opportunity for classes, pupils who have been learning instruments, and those in the choir, to perform for our families.

Forest school provides pupils with an outdoor space where they can explore, discover and curate their own learning and activity. Activities are based on collaborative working, encouraging pupils to solve problems creatively and explore better ways of working using the tools and resources of the outdoors. They learn to appreciate the environment and their responsibility in looking after it for future generations. We believe regular opportunities outdoors promote positive mental health for our pupils and therefore happier learners.

Teachers and subject leaders plan for progression with curriculum maps across all subjects and year groups to ensure appropriate development in the acquisition of skills and knowledge. Planning focuses on the needs of pupils, underpinned by a clear rationale for the teaching of each subject. Teachers work together to plan exciting, fully inclusive learning with clear parity across year groups, ensuring consistency and progression. Our curriculum is organised through structured long-term plans for

each subject. Medium-term planning shows where key knowledge is taught across the school year and short-term plans enable teachers to deliver effective lessons that take account of the individual needs and interests of the pupils in the class. Teachers plan opportunities for home learning as appropriate.

We have very high expectations for all pupils to succeed to their full potential across the whole curriculum so they are ready for the next stage of their education at each transition point. This includes those with SEND, vulnerable groups, children in reception and pupils in the SLD. Every pupil's progress is tracked in all year groups, so we can carefully support where needed or nurture potential for high achievement in each subject area.

Progress in English and maths is formally assessed two to three times a year and monitored at pupil progress meetings. Parents receive yearly written reports that include progress towards age-related expectations. In addition, they receive an update on progress after formal assessments.

A broad range of extra-curricular opportunities complement and further enrich learning, and pupils have many opportunities to work with other schools and the wider community.

## 5. Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, our Accessibility Plan and in our SEND policy and report. These can be found on the [School website](#) or by contacting the school office: [info@wincheap.kent.sch.uk](mailto:info@wincheap.kent.sch.uk) 01227 464134

## 6. Monitoring Arrangements

Our school curriculum is lead, monitored and reviewed regularly by the Senior Leadership Team (SLT). It is underpinned by clear and focused school self-evaluation and action planning to ensure that it remains relevant to the needs of our pupils and provides appropriate learning opportunities for all. Regular triangulated monitoring by leaders at all levels ensures that delivery of the curriculum meets

our curriculum principles and provides breadth and balance across all subjects and that pupils continue to build on their prior learning.

The impact of our curriculum on the quality of education and pupil outcomes is monitored by regular evaluation of the development of pupils' knowledge across all subject areas.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, link governors meetings, subject leader reports to governors, meetings with the school council, etc.

The SLT and subject leaders monitor the way subjects are taught throughout the school through planning and work scrutinies, learning walks etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Curriculum Lead on behalf of the Headteacher. At every review, the policy will be shared with the Learning and Teaching committee of the Full Governing Body.

## **7. Links with Other Policies**

This policy links to the following policies and procedures:

- EYFS policy
- SEND policy and report
- Assessment policy
- Accessibility Plan
- Equality Report
- RSHE policy

These can be found on the [School website](#) or by contacting the school: [info@wincheap.kent.sch.uk](mailto:info@wincheap.kent.sch.uk), 01227 464134