



Curriculum Policy – Primary

Introduction

At Wigmore Primary School, we are continually striving to provide the best quality teaching and learning for every child in every class, every day. We design learning experiences that engage all learners in meaningful experiences and we aim to bring learning to life by linking our curriculum to the real world. Learning goes beyond the classroom as our children experience a range of trips and visits linked to their topics. Our curriculum is based upon the revised National Curriculum (2014) and reflects our school values. Through our curriculum, we endeavour to develop a lifelong love of learning: giving opportunities to explore, question and investigate whilst enabling all children to achieve the highest possible outcomes.

Aims and Values

Our curriculum is developed around a values-based learning community and we aim to:

- to deliver a curriculum that contributes to outstanding learning and achievement;
- to provide opportunities for academic, technical and sporting excellence;
- to ensure that all children learn and develop their skills, knowledge and understanding to the best of their ability;
- to promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid base for lifelong learning;
- to enable children to be creative, solve problems and develop their own minds;
- to help children understand Britain's cultural heritage and promote British values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- to enable children to be positive citizens in society and to understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- to teach children to have an awareness of their own spiritual development and to develop their own character and moral sensibility;
- to enable children to have respect for themselves, have high self-esteem, and to be able to live and work cooperatively with others;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education

The Organisation of the Curriculum

Our curriculum is mapped out for the whole school, ensuring that all learning is memorable and meaningful and that cross-curricular links are made. The topics are designed to ensure that there is clear progression of knowledge, skills and content across the school and the National Curriculum is used as a starting point. The curriculum map also indicates the broad objectives and the links made between subjects. The children are taught within their year groups with some children being withdrawn for intervention.

Planning

National curriculum objectives are incorporated into our planning and there are three stages:

Long term planning:

This shows an overview or map of topics/themes covered within each year group. It gives a broad outline for each subject and shows progression and continuity between topics taught in a cross-curricular way across the school. Long term plans are reviewed on an annual basis; there is some flexibility with topics so long as the objectives from the National Curriculum are covered.

Medium term planning:

This shows specific objectives to be taught within each area of the curriculum and the links between them.

Weekly planning:

This breaks down the objectives into weekly achievable targets and activities.

Inclusion and Equality

We value the diversity of individuals within our school. All children have equal access to the curriculum and are treated fairly regardless of race, religion, gender or ability. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Monitoring and Review

The Headteacher, SLT, Subject Leaders, Class Teachers and the Governing Body have responsibility for the Primary curriculum.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Assessment for learning is a key aspect and teaching staff will use this to inform their weekly planning. Pupils are also part of the planning process at the medium-term stage and staff make amendments to planning in order to optimise learning opportunities when they arise.

SLT and MLT monitor the progression, continuity and effectiveness of the curriculum. They are responsible for overseeing the delivery of the curriculum through:

- regular formal and informal discussions with staff;
- monitoring planning to ensure curriculum and key skills coverage;
- carrying out book scrutiny alongside planning to ensure that cross-curricular links are optimised;
- observing teaching and learning to ensure progress is being made within the topics;
- pupil voice meetings and questionnaires.

Enrichment

We aim to deliver a rich and engaging curriculum which provides children with links to real and personal experiences. In order to do this, teachers use the curriculum map to plan their trips for the year, ensuring that every child experiences a trip (external) or visitor/workshop (internal) at least every half term. Themed weeks or days also provide opportunities for curriculum delivery and enrichment.

Extra-curricular activities

We try to provide as many extra-curricular activities as we can and endeavour to get a broad and balanced selection. All such activities take place after school and are led by teachers, teaching assistants and qualified sports coaches. All after school activities are free of charge.

Policy Monitoring, Evaluation and Review

This policy will be monitored by the school's SLT and Governing Body. It will be reviewed annually.

M De Barr

September, 2016