

Upton Westlea Primary School

Curriculum Design Policy



Approved by staff: March 2020

Signed: K Carruthers

Approved by Governors: March 2020

Signed: N Buckley

Review Date: March 2022

'Inspire, Learn, Succeed'

Introduction

At Upton Westlea Primary School we view the design of the curriculum as an evolving and fluid process which takes into consideration: the needs and character of our children; the children's prior learning; children's experiences; the community in which the school exists and the statutory curriculums (Early Years Statutory Framework and National Curriculum). We have designed a curriculum, which teaches what matters to our children so that they know more, remember more and understand more.

Curriculum Definitions

When collating this policy we have agreed the following definitions:

Intent – the rationale for our curriculum choices and what we want pupils to know and be able to do

Implementation – how you teach our intended curriculum

Impact – the extent to which pupils have learned what we intended them to learn, and how we know this

Intent

At Upton Westlea our vision is to create a primary school in which it's pupils 'succeed, learn and are inspired'. We want to help each child become a caring, confident and curious young person who has a passion for learning and achieving. We will do this by supporting, guiding and inspiring our children through excellent teaching practices. By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

Aims

Work in partnership with families to create an aspirational school community.

Establish opportunities that will expand horizons.

Support, guide and inspire through excellent teaching practices.

Teach our children to be caring, confident and curious individuals.

Lay the foundations to motivate and challenge our children to achieve academic success.

Enable all children to develop resilience, independence and self-discipline.

Appreciate the uniqueness of each child and recognise their potential.

Upton Westlea Expectations:

- ❖ Staff have high expectations of themselves and all children.
- ❖ Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- ❖ We expect children to make rapid and sustained progress in lessons.
- ❖ We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- ❖ We expect children to be challenged.
- ❖ We expect teachers to regularly provide constructive feedback through a variety of methods e.g. verbal, marking etc.

At Upton Westlea the curriculum is designed to:

- ❖ Recognise children's prior learning.
- ❖ Provide first hand experiences.
- ❖ Allow the children to develop interpersonal skills.
- ❖ Build resilience.
- ❖ Become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities (see enrichment maps) to engage learning and believe that childhood should be

happy, investigative and an enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we participate, celebrate cultural / local traditions and events learning new skills to enable the children to take an active role in events throughout the year.

Children leave Upton Westlea with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Implementation

At Upton Westlea Primary School, we are aware that the children's learning needs to keep pace with our rapidly changing world. Our creative curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity, stimulate their creativity and reflects the pupils' cultural capital. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning across subjects. There is a strong emphasis on not only building up the knowledge, understanding and skills within each topic but also why the chosen learning programme is important to the here and now.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders at all levels, including Governors regularly review and quality assure the subject areas to ensure that it is being implemented well and coverage and breadth and balance is adequate.

In order for us to be able to deliver the best and most up to date curriculum we wherever possible provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This training may be provided within clusters, our EiP, in-house, CWAC or nationally.

Early Years

In Reception, we follow the Early Years Foundation Stage Framework (EYFS) which uses skills from all areas of learning to develop the pupils' written, mathematical, investigative and creative skills.

The creative and structured environment, together with the broad curriculum, encourages the development of the whole child by:

- placing importance on reading, writing and mathematics, as early work on literacy and numeracy lays the foundation for all future learning
- foster children's curiosity and appreciation of the world around us through a range of topics
- encouraging all children to do their best by praising their efforts and achievements, and providing an environment in which they can learn to work hard and gain self-esteem
- providing opportunities for children to work as a whole class, in small groups, with partners and as individuals
- promoting self-discipline and personal qualities such as good manners, polite behaviour and thoughtfulness towards others

Long term and Medium Term Plans can be found on the website.

KS1 (Year 1 and 2) and KS2 (Year 3-6)

The National Curriculum is used as the baseline from which we develop an enhanced and creative curriculum to extend knowledge, to develop skills and interests of all the children in our school. We offer children a challenging and extensive education, placing due emphasis on English, Mathematics and Science whilst enhancing all areas of each and every child's development by incorporating the arts, sports, humanities and technology.

The curriculum is coherently planned and sequenced, so that children make good progress and are working towards the end point of their learning so that they secure the knowledge, skills and understanding required at the end of each year group and key stage. We ensure that there are opportunities for pupils to apply the knowledge, understanding and skills they have learnt across the curriculum and not simply in isolation so that meaningful links are made between

subjects in our termly topics. We aim to maximise connectivity so that pupils link new learning with previous learning in other year groups and wider curriculum ideas.

In KS1 and KS2 all children are taught the following subjects:

Core Subjects:

- English; Maths; Science

English and Maths are taught daily while Science is allocated a weekly curriculum time. Teachers adapt the style and pace of lessons so all pupils can take pride in their progress and tackle difficulties confidently.

Foundation Subjects:

- Computing; History; Geography; Music; Art and Design; Design and Technology; Modern Foreign Language (French); Physical Education; Personal, Social, Health and Citizenship Education (No Outsiders); Religious Education

Most foundation subjects are allocated weekly curriculum time. Art is taught by the whole school for two consecutive days at the end of each half term allowing children to see a process through from the beginning to the end. It is envisaged DT will follow the same process in the future. Some PE lessons in KS1 and 2 are taught by specialist staff whilst all other lessons are taught by class teachers.

Philosophy for Children (P4C):

Philosophy for children (P4C) encourages the children to think differently and consider topics that they might not have contemplated. Children develop their reasoning skills, agreeing and disagreeing with each other without being disagreeable.

Philosophy for Children is taught to every class individually (years 6 - 2 by Mrs Woollen and year 1 by Miss Dalton). Following a planning scheme, an enquiry question is shared with the children who then explore the themes surrounding that question. Throughout the year, the aim is to deliver a varied range of lessons to children so that we sometimes work as a whole class to discuss an enquiry, they work in groups or upper KS2 will think independently and then share their ideas. A wide range of prompts are used to facilitate the children's thinking: poems, music, images and stories. The structure of the enquiries allow for every child to reflect on their own and others opinions. Children practise working collaboratively and respectfully with each other.

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks – Faith day, Health and Sports week, Science week, Maths week etc. Enrichment maps can be found on the website.

Residential visits:

Year 2 – Delamere

Year 3 – Beeston

Year 4 - Conover

Year 5 – York / London

Year 6 – Min-y-Don

Long and Medium Term plans can be found on the website

Impact

The impact of our curriculum is measured in many ways:

- Children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

- Our curriculum and environment fosters pupils who are respectful, polite, and honest and contribute to the community in a positive manner.

- The children leave us in Year 6 as confident, ambitious, independent and well-educated young people who are ready for the next part in their education.

- Teachers continually use assessment of the children's responses and the work they produce to measure impact.
- Subject leaders complete a regular programme of monitoring, evaluation and review. This includes book scrutinies, learning walks and lesson observations to measure the impact of teaching and learning.
- Pupil interviews / voice help to gauge children's engagement and enjoyment of the curriculum.
- Teachers and leaders use the school's curriculum assessment data to support judgements on the impact our curriculum is having.

Monitoring and Evaluation

Subject leaders are responsible for the monitoring and evaluation of their own subject area. Time is given to all subject leaders each half term to enable them to successfully carry out their roles and responsibilities, without adding to extra working.

Miss H Key has overall leadership for the Curriculum at Upton Westlea.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book scrutiny, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.