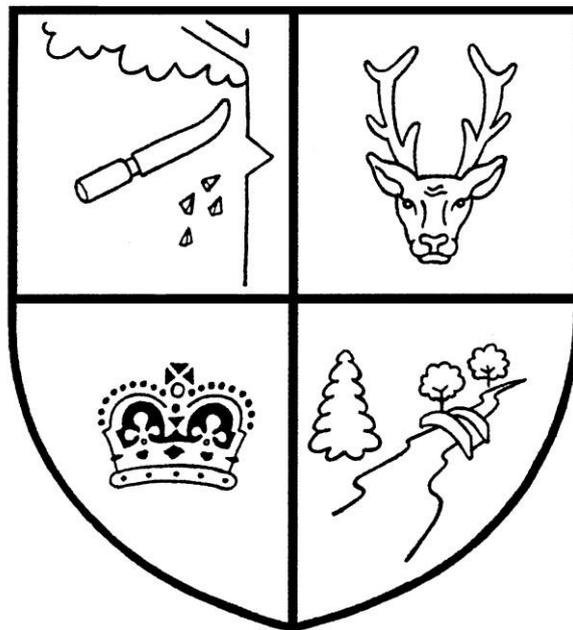


Curriculum Policy

Thomas Willingale School and Nursery



Approved by:

Governing Body

Date: January 2022

Last reviewed on:

Spring 2024

Next review due by:

Spring 2025

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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils' spiritual, moral, social and cultural development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Have a high academic/vocational/technical ambition for all pupils
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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 [Governance Handbook](#).

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](#). This policy should be looked at in conjunction with the individual subject policies.

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 body will also ensure 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 children 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 children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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 children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff Member	Designation	Area(s) of responsibility
Teresa Phillips		Head teacher
Lynda Collins	DHT	Curriculum across the school and Understanding the World and OPAL
Lorna Ford-Richards	Inclusion Manager	Inclusion within the curriculum, wellbeing WP.
Rachel Radmore	Inclusion EYFS & Y1	
Hayley Porter	UKS2 Phase Leader	UKS2 curriculum and STEM WP
Kirsty Sheptua	KS1 Phase leader	KS1 curriculum, English WP including Phonics
Karen Piper	EYFS Phase Leader	EYFS curriculum, Wellbeing WP
Jackie Burgess	LKS2 Phase leader	LKS2 curriculum and English WP
Sophie Burling		Computing
Alex Hartnell		Geography
Alka Patel		History
Georgia Ayaz		ECT
Aileen Holland		Maths
Vikki Lovell		MFL
Fran Johnson		Art
Rachel Bartels		Music
Sue Evans		P.E. And OPAL

Michelle May Townsend		DT
Marianne Oliver		ENGLISH
Lauren Goldie		R.E.
Stacy Dennis		English
Charlotte Higgs		Science
Caoimhe McClelland		PSHE

4. Organisation and planning

Curriculum Intent Statement:

At Thomas Willingale School and Nursery the curriculum is designed so that it builds on children's prior learning, provides hands on and enriching experiences, allows the children to develop aspirations, resilience and independence and become articulate, creative individuals. Every child is recognised as a unique individual. We celebrate and welcome differences within our school and the local and wider community. We are respectful of everyone. We provide a creative and linked curriculum that enables children to make connections, embed learning and build on their knowledge. Children are given opportunities outside of the National Curriculum that enhance and enrich their learning, giving them real life experiences and allowing them to think in enterprising ways. We believe that childhood should be a happy, investigative and enquiring time where there are no limits to curiosity and there is a thirst for new experiences and knowledge. Children will leave Thomas Willingale School and Nursery with high aspirations and a strong sense of belonging, they will have the confidence and skills to articulate themselves, make decisions, make connections and self-reflect enabling them to be lifelong learners.'

What do we teach?

We follow the National curriculum for all subjects. To support our delivery we use a range of resources.

In all subjects we try to make our lessons engaging and interesting for the children, threading oracy throughout. We do this by making lessons as practical as possible and ensure all children are involved in all lessons.

In maths, our teaching is supported by the White Rose scheme of work. This is a scheme which teachers may select resources and ideas from to deliver the National Curriculum (N.C.). In reading and writing the National Curriculum objectives may be taught through the themes we are teaching or through stand-a-lone lessons where they do not fit into the themes being taught. In all other subjects we use the Chris Quigley 'Essentials' curriculum. We use a cross-curricular or theme approach as much as possible which ensures that the N.C. is covered. Some lessons may be stand-a-lone where they do not fit into the themes being taught.

The Essentials curriculum allows us to plan for breadth and ensures that learning is progressive and built upon from prior learning. We also use it as a way to assess our children in non-core subjects using Milestones.

There are three milestones in the primary sector for every subject:

Year 1 and 2 work towards and complete Milestone 1.

Year 3 and 4 work towards and complete Milestone 2.

Year 5 and 6 work towards and complete Milestone 3.

We follow the statutory guidance for Relationships and sex education and Health education.

Curriculum Drivers at Thomas Willingale School

Curriculum drivers shape our curriculum breadth. They are derived from an exploration of the background of our students, our beliefs about high quality education and values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.

We have identified the following drivers which are planned for throughout the curriculum and are a priority for us:

Oracy

To ensure all children have the skill set to be able to express and articulate themselves accurately, confidently and fluently so that they are able to take on any challenge.

Environment/Community

Our children will play an active part in the local and wider community, utilising our rich surroundings within their learning and supporting how our community develops.

Independence

Through engaging and inspiring learning that we provide, we want our children to become more independent learners, be proactive and strategic and transfer their skills to different areas of learning.

Positive Growth

To instill a positive mindset which allows children to build aspirations, empathy towards others and opportunities for their future lives; it supports their resilience so that they take chances, learn from failures and deepen their skillset and understanding.

Curriculum Intent Model

Cultural capital gives our children the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British Values.

Curriculum breadth is shaped by our drivers, cultural capital - spiritual, moral and social aspects and subject topics and our ambition for students to study the best of what has been thought and said by many generations of academic scholars.

Our curriculum distinguishes between subject topics and threshold concepts. Subject topics are the specific aspect of subjects that are studied.

Threshold concepts tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 'forwards and backwards engineering' of the curriculum, students return to the same concepts over and over and gradually build understanding on them.

For each of the threshold concepts three Milestones, each of which include the procedural and semantic knowledge students need to understand the threshold concepts, provides a progression model.

Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts.

Knowledge webs help students to relate each topic to previously studied topics and to form strong, meaningful schema.

Cognitive science tells us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long term memory.

Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which takes time.

Within each milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the deep stage. The time scale for sustained mastery or greater depth is, therefore two years of study.

As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirscher and Rosenshine who argue for direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.

As part of our progression model we use tasks in curriculum books which shows our curriculum expectations.

All subjects are taught progressively throughout the school and build on what has previously been taught, recapping is common as is quizzing to support the children's learning. Each subject has developed their own progression map from year to year.

Many of our themes are taught in such a way that there will be an overlap of historical periods from year to year; this gives the children the opportunity to recap learning from previous years before building upon that learning. For instance, we study the theme 'Buildings' in year 4, this will include aspects of Roman buildings and how buildings in Britain changed during that time. In Year 6 the children will study the theme 'Crime and Punishment', they will once again look at Roman times and the Roman Empire.

Teachers plan using medium term plans, which incorporate the school drivers. From the mid-term plans they develop the short term work.

Teacher use a variety of resources to support the curriculum delivery.

As well as the National Curriculum we also have Enrichment Passports - These are activities for each year group to complete outside of the National Curriculum. Some activities will be completed in school, some will be set for homework and there may be some parents wish to do for themselves with their child.

These activities are fun activities to get children trying new things they may not otherwise have the opportunity to; giving them different experiences such as flying a kite or learning new skills such as choreographing a dance. Some of the activities are 'real life' experiences such as checking change in a shop.

The passports are passed from year to year and follow the children as they move through the school.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will 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 SEN
- Pupils with English as an additional language (EAL)

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

Teachers will 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, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Information given at governing body meetings which may include data from assessments; school visits, meetings with the school council, linked governors to subjects.
- List the methods used in your school, such as school visits, meetings with the school council, etc.

The Head teacher and the deputy Headteacher monitor the way subjects are taught throughout the school through observations, learning walks, book looks, planning scrutinies and feedback. Pupil perception surveys and pupil progress meetings etc.

Phase Leaders monitor what is taught within their phase in the same way.

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies, learning walks, book scrutinies, pupil perception surveys etc.

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

This policy will be reviewed every year by the deputy headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy

- SEN policy
- Equality information and objectives
- Subject policies