

Walter Infant School

CURRICULUM POLICY

Version	Action	By	Date
1	Approved	Full Governing Body	10 th July 2018

Responsibility of: Full Governing Body and the Headteacher
Date of Review: Summer 2020

'To be the best I can be'

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Content, Provision and Approach

1. Rationale

At Walter Infant School we believe that all children are entitled to a broad and balanced curriculum which is interesting, engaging and provide a range of learning opportunities that help develop children's life-long love of learning.

At Walter Infant School our curriculum is planned to ensure that every child has the opportunity to develop:

- ***Socially, emotionally, intellectually, physically, spiritually, morally, culturally.***
- ***Positive attitudes, healthy relationships, essential life and work skills.***
- ***The ability to make informed choices, gaining experiences and developing responsibilities for their future.***

Aims

- Enable all children to reach high standards of attainment.
- Set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning exciting and meaningful through putting it into a context.
- Value individuals and communities.
- Help children to become more independent and take greater ownership of their learning.
- Develop their confidence and motivation to learn through the use of a range of teaching and learning styles.
- Acknowledge specific individual needs and meet them as far as possible with available resources.
- Provide wide and varied education experiences, which are based on the Foundation Stage Curriculum and the Key Stage 1 National Curriculum.
- Enable pupils to receive an education that will serve them well beyond their Key Stage 1 school experience.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

2. Implementation of Policy

2.1 The Creative Curriculum

At Walter Infant School in order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- Making links across subjects through the use of topic work.
- Identifying areas of interest to capture pupils' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed days/weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.

2.2 Teaching and Learning

At Walter Infant School we use a variety of teaching styles to ensure that every child makes the optimum amount of progress and to ensure that all learning styles are catered for in lessons.

At Walter Infant School all lessons start with whole class teaching which involves teachers using open ended probing questions (Blooms Taxonomy), visual stimuli and talk partners to stimulate learning. This is followed by a period of learning during which children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning. At Walter Infant School we recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery.

At Walter Infant School we provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children.

We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response.
- Grouping children by ability in the room and setting tasks of increasing difficulty and scaffolding where appropriate.
- Providing practical opportunities for kinaesthetic learners.
- Using visual stimuli and artefacts to promote interest.
- Using Learning Support Assistants to support the work of individual children or groups of children.
- Using trips and visitors to further understanding.
- Group work to allow collaboration and develop thinking skills.

2.3 Enhancing the Teaching and Learning

- At Walter Infant School teaching staff are encouraged to capture children's interest and broaden their experiences through using trips and visitors in school.
- Children's achievements are celebrated regularly through celebration assemblies, Curriculum Newsletters, articles in local newspapers, displays in classrooms and shared areas around the school.
- The school also engages in Whole School 'Theme Days' or 'Theme Weeks' which are planned throughout the academic year.

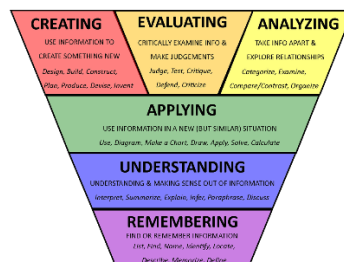
2.4 Key Skills

Walter Infant School believes that all children need to make good progress in these skill areas in order to develop their true potential.

The following skills have been deemed 'key skills' in the revised National Curriculum and are taught across every curriculum subject.

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

3. Planning



At Walter Infant School learning takes place through a 'topic' approach to make learning meaningful and put things into context.

At the beginning of every topic a topic web is produced to explain the content of the topic and key outcomes. This will be shared with parents via the school website allowing them to become more involved in their children's learning and to support their children at home. The topic web is displayed in the classroom and on the school website for teachers and pupils to refer to; it is then used to help evaluate the topic.

At Walter Infant School every topic begins with a 'Wow Moment' to motivate the children for the learning in the topic. This can be delivered as a trip, visitor, artefact, question, books, videos, photos etc. All creative ideas to help captivate our children and create excitement about their future learning.

At Walter Infant School we plan our curriculum in three phases.

Planning takes place at a variety of levels:

- Long term plans (Yearly Overview/National Curriculum (Programme of Study))
- Medium term plans (Topic Webs)
- Short term plans (Weekly Plans)

3.1 Long Term Planning

At Walter Infant School we agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. Teachers produce curriculum maps for every theme covered during the year (one per term).

The maps identify:

- The core theme which is used as the basis for cross-curriculum learning.
- The 'seed' or 'WOW' moment to inspire the term's learning.
- The main subjects areas to be covered in relation to theme.
- Key Skills to be covered during the unit of work.

Teachers refer to documents detailing the National Curriculum Programmes of Study and Key Skills to inform planning. Records are kept to ensure coverage and progression occurs.

Theme maps are shared with parents via the school website to inform them of the learning that their child will experience that term.

3.2 Medium Term Planning

At Walter Infant School our medium term plans give guidance on the objectives and teaching strategies that we use when teaching each topic.

Teachers identify units of work to be covered in Literacy and Numeracy, and plan their time allocation and sequence.

For Foundation Subjects, teachers identify a sequence of core lesson objectives to be covered as part of the theme. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class

3.3 Short Term Weekly Planning

At Walter Infant School planning documents are produced for Literacy, Numeracy and Foundation subjects, using the standard school format.

The weekly planning includes:

- Specific learning goals and learning outcomes/success criteria, clearly showing progression in learning and skills across the week - Literacy and Numeracy.
- Core learning goal, key skills areas and success criteria (differentiated skills descriptors).
- Foundation subjects.
- Outline teaching input.
- Outline differentiated tasks for groups of children.
- Assessment opportunities

Planning formats also include space for annotation, which teachers use to make assessment notes and show evidence of adapting their planning in response to what happens in the classroom.

4. Progression and Continuity in the Curriculum

At Walter Infant School we ensure progression and continuity in the curriculum by:

- Use of planning documentation.
- Dividing up and organising NC Programmes of Study.
- Subject co-coordinators have overview of whole school planning for their subject.
- Regular discussion in planning teams to review planning and discuss standards.
- Assessment for Learning strategies and record keeping are used.
- Moderation of standards achieved in Key Stage teams and whole school
- Across school moderation.
- Planning in teams to avoid duplication.

5. Assessment

- Walter Infant School has policies for Assessment and Monitoring of the curriculum.
- Children have their own tracking record in Reading, Writing, Numeracy, Science, and are assessed against NC levels at the end of every term, with ongoing regular tracking after units of work have been taught.
- Walter Infant School has separate tracking records for pupils on the SEN register so progress can be monitored more closely.
- We follow the principles behind 'Assessment for Learning' and encourage children to self/peers evaluate their learning.
- Inherent in our Curriculum are the principles of 'Aspects of Learning'. We aim to promote these principles of motivation, enquiry, problem solving, creative thinking, reasoning,

evaluating, self awareness, empathy, social skills and communication through the Curriculum as a whole.

- Teachers are allocated staff meeting time each half term for assessment.

6. Reporting on Pupil Attainment

At Walter Infant School all work carried out by the children is monitored and evaluated.

- A written school report is made available to parents annually in the summer term.
- Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms.
- The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target Setting

- At Walter Infant School all pupils are set 'next learning steps' in their learning through teachers' marking and feedback to pupil.
- Marking is carried out using Pink and green ink. Our children understand their teachers marking and are aware the marking in green ink is their 'next learning step'.
- The Senior Leadership Team and Governing Body sets the statutory targets in the autumn term for those pupils reaching the end of Key Stage 1 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis.
- Using the annual early summer assessment levels as a base, end of year targets in Numeracy, Writing and Reading Comprehension are set for each child. The expected progress being Age Related Expectation by the end of the academic year.
- The school maintains comprehensive tracking data for all pupils in English [Reading and Writing], Maths and Science. National Curriculum targets (Working Towards (WT), Age Related Expectation (ARE), Greater Depth (GD)) are set for Literacy, Maths and progress monitored.

7. Homework

At Walter Infant School we believe topic homework is essential as it supports and extends the children's learning in class. The homework contributes to the overall outcome of the integrated topic. Therefore, the children see a clear purpose in their learning at home. (See separate homework policy document)

8. Children with Special Educational Needs

At Walter Infant School we recognise that there will be children who have special needs and we have a firm commitment to inclusive education wherever possible. These children may have a physical disability, cognitive or sensory impairment or be able, gifted and talented children for whom extra

provision is required. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children.

Challenge and Growth Mindset

At Walter Infant School we have a commitment to meeting the needs of all children, including those with a high level of ability in one or more areas. It is our responsibility to maximise the skills, strengths and talents in all children, enabling them to reach their full potential. Children working at Greater Depth (GDS) are recognised as having particular learning needs and the curriculum will be extended to make it challenging and engaging for children and promotes a Growth Mindset for all our learners.

9. Monitoring and Review

At Walter Infant School we have named governors for English, Mathematics and the Curriculum. The governors liaise with subject leaders of these areas, during the course of governor visits and monitor closely the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

At Walter Infant School we regularly monitor and compare our school's national tests and exam results against national and local benchmarks, as well as with similar schools.

At Walter Infant School we analyse pupils' performance and develop strategies within our curriculum delivery to address imbalances where they occur.

At Walter Infant School we maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress and with this information we set targets to challenge and improve pupils' attainment.

At Walter Infant School we sample pupils' work and ensure we agree pupils' levels of attainment and evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our school.

10. Anti-Bullying and Equality

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Any questions or concerns regarding this policy should be made to the head teacher Mrs. J Wheeler.