

# **Winnington Park Primary School and Nursery**

## **Curriculum Policy**



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Updated: Autumn 2023

Review date: Autumn 2024

### **Our School Vision**

Our vision is of a community whose members: children, parents, teachers and staff work collaboratively towards achieving an exciting and inclusive school, with high expectations and standards for all, within a happy, caring and secure environment.

### **Our Curriculum Vision**

At Winnington Park Community Primary School and Nursery we aim to offer a creative and inclusive Curriculum which inspires, engages and challenges and in which children are partners in their own learning.

### **Intent**

We ensure that children are given opportunities to widen their knowledge and understanding of the world and learn and apply skills which will make them successful learners for life as well as enhancing their spiritual, moral, social and cultural development.

Children will become confident, independent and resilient learners who are willing to take risks. They will have high aspirations and be proud of their achievements. We aim to give everyone the opportunity to fulfil their highest potential, both academically and in respect of their wider interests and talents.

Our curriculum has clear end points and our lessons are sequenced so children's learning builds towards these. The children's new knowledge and skills builds on what they have been taught before and is designed for the children, families and community of Winnington Park.

### **Implementation**

Our children learn through a knowledge based curriculum which develops children's skills. We endeavour to engage our children and completely immerse them in their learning. Topics are progressive whilst being inclusive and challenging. They provide children with the knowledge and skills needed for the next stage in their learning and later life.

We celebrate and value all subjects and provide opportunities to apply key skills in all areas of learning. We have high expectations of achievement, progress, behaviour and presentation. Our children enjoy developing their learning through enhanced projects such as writing and reading weeks, art workshops, trips and residential.

### **Impact**

The impact of our curriculum ensures children are prepared for the next stage of learning and later life.

Children who attend Winnington Park achieve well and are equipped with the knowledge and cultural capital they need to succeed in life.

### **Introduction**

At Winnington Park Primary School we believe that our curriculum should be challenging, engaging, inspiring, inclusive and creative. We use the National Curriculum as a starting point and have created progressive knowledge and skills documents for the Foundation Subjects to ensure our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Our curriculum is coherently planned and sequenced to ensure children gain and retain the

knowledge and apply skills needed to succeed in their next steps as learners and for life in modern Britain.

## **Aims**

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of technology;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life;
- promote knowledge of British Values.

The curriculum is planned effectively, providing continuity and progression. It promotes enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- deliver our Winnington Park Pledge

The Winnington Park Pledge is a commitment that during the course of their time at our school, children will have the opportunity:

- To learn to play and perform a musical instrument
- To visit a theatre, museum or art gallery
- To travel on a bus or a train
- To have the opportunity to participate in competitive sports
- To attend a residential visit
- To participate in democratic elections for membership of the Winnington Park School Council
- To learn to ride a bike safely on the local roads
- To visit a different place of worship each year
- To learn about inspiring individuals including artists, composers and scientists

As well as;

- encourage the best possible progress and the highest attainment for all pupils
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others
- enable children to be creative through art, dance, music, drama and design technology
- fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education
- enable children to understand and respect other cultures

- teach children to have an awareness of their own spiritual development, and to understand right from wrong
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- take advantage of wider opportunities
- enable children to ask questions and take risks
- enable children to develop their intellect including their emotional development
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- enable pupils to retain knowledge and use this to make links across subjects
- develop children's vocabulary

We are continually reviewing and improving the curriculum we offer to our children. It is evolving according to the needs of our children and to the aspirations of the staff and community.

### **Values**

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum. We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We value parents and work in partnership with them. Parents are informed about the curriculum through topic letters, information on the school website and curriculum workshops, and are positively encouraged to become involved.

### **Organisation and Planning**

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the National Curriculum objectives, knowledge and skills to be taught in that subject. Our short-term plans are those that our teachers write on a weekly basis which detail all work to be covered; the learning objectives, differentiation and what the pupil outcomes will be.

### **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so and parents are consulted.

If a child has an additional need, our school does all it can to meet their individual needs. We comply with the requirements set out in the SEND Code of Practice and Accessibility Policy in providing for children with special needs. We work with external agencies to ensure the best possible outcomes and provide additional resources and support for children with special needs.

### **Early Years Foundation Stage**

The curriculum that we teach in the Early Years Foundation Stage meets the requirements of the EYFS Curriculum.

The EYFS curriculum considers Characteristics of Effective Learning and has three Prime areas of learning and development:

- Personal, social and emotional
- Physical Development
- Communication and Language

And four Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

All areas are of equal importance and are inter-related. Children will be working towards The Early Learning Goals, a set of learning objectives, which set out what most children are expected to achieve by the end of the reception

year. The curriculum emphasises the importance of learning through high quality play. Play underpins all development and learning for young children.

Learning experiences will consist of a range of child-initiated play and teacher-directed activities. The value of high quality play experiences is recognised in our school and is given priority in the planning and provision of resources.

### **The Role of the Subject Leader**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Monitoring and Review**

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

The curriculum sub-committee of Governors monitors all curriculum areas. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects through governor visits to school.

The Senior Leadership Team monitor the curriculum through planning and book monitoring, lesson visits, learning walks, discussions with children and liaising with Subject Leaders.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.