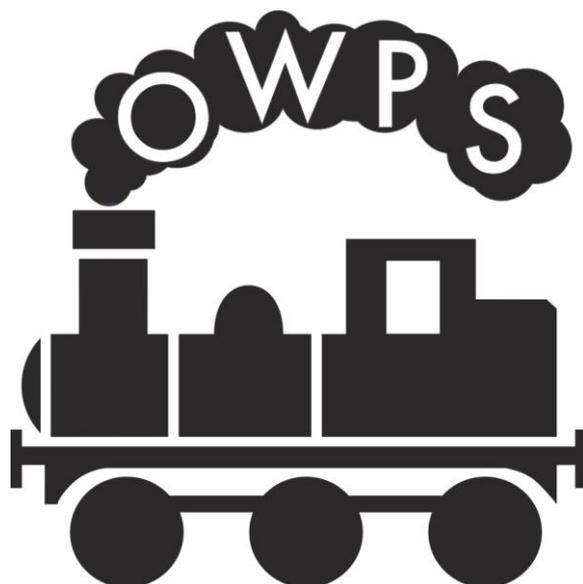


# Orton Wistow Primary School



## Curriculum Policy

Status	Recommended
GB Monitor	Performance and Management
Staff Lead	Deputy Headteacher
Senior Lead	Headteacher
Version	
Publication Date	Sum/18
Next Review	Sum/19

Date Agreed:	
Headteacher:	
Chair of Governors:	

**Key – Highlighted areas indicate changes made to this new version of the policy**

## Rationale

The new Primary National Curriculum, statutory from September 2014, states:

'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

At Orton Wistow Primary School, we passionately believe that our children have the right to a broad and balanced curriculum. The curriculum of the school underpins all the learning that takes place and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners.

## PRIDE Code

Our PRIDE Code underpins all that we do as a school.

**P**olite

**R**espect

**I**ndependent

**D**o your best

**E**verybody Matters



## The Learning Toolkit

These five essential learning tools have replaced the old dispositions. They have been limited to 5 to help the children understand them fully, identify when they are required and know which they need to improve. Teachers have these on display in their classrooms and refer to them when necessary.



Each of the tools has a tagline underneath to help the children understand their meaning:

**Resilience:** I bounce back when things go wrong.

**Responsibility:** I am in charge of my own learning.

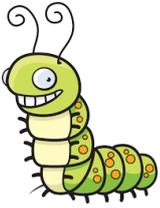
**Perseverance:** I keep going, no matter what.

**Concentration:** I focus on what I am doing.

**Teamwork:** Play my part within the team.

## HOTs animals

Linked with 'Blooms Taxonomy' we developed these characters to link with the 6 areas of Higher Order Thinking Skills (HOTs) to allow children to develop them across the curriculum. They appear in all classrooms and on all WALT slips. Teachers plan opportunities that cover them all and children are encouraged to identify when the skills are required.

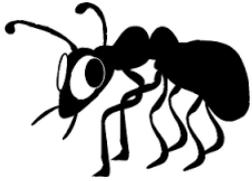


### Creating Caterpillar

Generating new ideas, products, or ways of viewing things  
*Designing, constructing, planning, producing, inventing.*

### Evaluating Eagle

Justifying a decision or course of action  
*Checking, hypothesising, critiquing, experimenting, judging*



### Analysing Ant

Breaking information into parts to explore understandings and relationships  
*Comparing, organising, deconstructing, interrogating, finding*

### Applying Alligator

Using information in another familiar situation  
*Implementing, carrying out, using, executing*



### Understanding Ukari

Explaining ideas or concepts  
*Interpreting, summarising, paraphrasing, classifying, explaining*

### Remembering Raccoon

Recalling information  
*Recognising, listing, describing, retrieving, naming, finding*



At Orton Wistow Primary School we believe that we have achieved a curriculum model that reaches every child within the school and balances the acquisition of knowledge with the development of key skills. It excites, inspires and motivates our children and staff, making learning purposeful and allowing our children to recognise the part they play within the community of the school.

This policy is intended to provide an overview for our curriculum and the key principles and practices which embody it.

### Whole-school theme based learning

Each term, the four teams at the school (Foundation Stage, KS1, Lower KS2 and Upper KS2) immerse themselves in a cross curricular theme. These themes are exciting topics which act as stimuli for all the learning that takes place within most of the curriculum subjects. Our themes allow for subjects to be linked and also give context to the skills which the children are learning. Topics are chosen to meet the requirements of the national curriculum and to reflect the children's interests as well as events happening locally, nationally or internationally.

When selecting topic themes, we give much thought to selecting topics which:

- Place the development of children's English at the heart of all learning.
- Are broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school;
- Can be explored at an appropriate depth and level of challenge, ensuring across a team;
- Enthuse staff and students;
- Allow for exciting 'wow' events to take place;
- Allow for constant reinforcement of pupils' spiritual, moral, social and cultural development;
- Are accessible to all students of all abilities.

### **Breadth, Depth and Progression**

**Breadth:** In selecting the topic themes, staff are careful to choose topics which allow a broad range of curriculum subjects to be explored. In some themes, certain subjects are more prominent than in others. For example, in a History based theme, there may be less Geography occurring. It is the role of Subject Leaders and the Senior Leadership Team to ensure that adequate time is dedicated to each subject across the school. It is also part of the role of Subject Leaders to ensure that the themes facilitate the provision of their subject and suggest ways that staff could link the themes to their subject.

**Depth:** We understand that the topic themes must allow for the depth of study to be maintained in each year group. In order to ensure that this happens, staff only make links to the theme when it is appropriate and, if skills or knowledge need to be taught discretely, they will take place. Subject Leaders take responsibility for monitoring the breadth and depth at which their subjects are taught.

**Progression:** With each year group in a team following the same theme, it is important to ensure that progression takes place. Teachers have access to progression documents for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate. Subject Leaders monitor these documents to ensure that teachers are providing appropriate challenge across the curriculum. Each term, Subject Leaders request samples of work from each year group to ensure that there is a progression in skills taking place as the children progress through the year groups.

### **Effective Teaching**

A broad and balanced curriculum must go hand in hand with effective teaching.

It is our belief that good teaching leads to good learning and progress. It is our expectation that every lesson at Orton Wistow Primary School will be at least 'Good' but preferably 'Outstanding' against the Ofsted criteria. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged.

We strongly believe that 'every lesson counts' and that all pupils should show progress in every lesson. Best practice is shared after the termly round of lesson observations and book scrutiny. Teachers are encouraged to work with a professional partner in school to improve an aspect of their teaching.

### **'Wow! Opportunities**

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each topic theme, the staff consider how these moments can be achieved. It is usual for topics to begin with a 'WOW Starter' and for further 'truffle moments' to be added throughout the term to reignite interest and enthusiasm. There are also opportunities for class teachers to take their classes on trips specific to their learning or for visits in the local community.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians are invited into school regularly to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These 'wow' opportunities are not viewed in isolation, but provide a stimulus for work across the curriculum.

## **Parental Involvement**

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A termly newsletter, compiled by Team Leaders, informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning.

Each year group plans and prepares a 'Family Learning' session each year which provides a structure for training parents in how best to help and support their children's learning.

We provide regular opportunities for parents to join us in school to learn about our topics and how we teach. From midway through the autumn term, the parents of children in the Foundation Stage are welcome to join us most days of the week for our 'Stay and Play' sessions. From Year 1 onwards we invite parents to join us for a '2 Can Learn' session each term which is usually linked to that term's topic theme.

We host a Curriculum Evening each year focusing on one area that we feel the parents would benefit knowing more about, often due to the fact that it is taught very differently now to when most of our parents were in school. This always happens during the Autumn term to allow for the greatest impact over the rest of that academic year and beyond.

Parents are also invited into school for concerts, assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school.

Parent's evenings happen three times per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the termly and end of year reports, which show the children's academic levels, progress and performance in each area of the PRIDE Code.

Each term, the Deputyhead sends out a parent's questionnaire in order to gain their views on a number of issues, including the curriculum. The results are compiled and a summary is provided for staff, parents and governors so that they can see how their views are making an impact on school development.

## **Role of Subject Leaders and the Curriculum Manager**

Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the National Curriculum, there has been an expectation that all teachers, after successfully gaining Newly Qualified Teacher Status, will take an additional responsibility. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher. As we approach the implementation of the new National Curriculum, strong subject leadership is essential as we wish to provide our children with an enriched, broad and balanced curriculum.

Subject leadership falls into two categories: Core subject leadership (Maths, English and Science) and Foundation subject leadership (all other subjects). As indicated, subjects are grouped into one of two Faculties with the Headteacher and Deputyhead in separate faculties.

Leadership is also required for other school initiatives such as Eco-School.

Subject Leaders are responsible and accountable for the subject throughout the school and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Writing, monitoring and evaluating an annual action plan for their subject – This is to include a detailed analysis of the attainment and progress for all groups in the school (Year, gender, SEN, Pupil Premium)
- Carry out yearly tasks to monitor the subject: learning walk, book scrutiny, planning scrutiny and pupil voice activities
- Ensuring that resources are plentiful, up-to-date and in good condition.
- Ensuring progression takes place across the school – referring to the progression document that has been produced for each subject

- Provide guidance and training to staff within their area of expertise.
- Assist with planning, teaching, assessment and reporting within their subject.
- Keep well informed of any assessment that takes place for their subject
- Ensure that their subject has a high profile within the school.
- Organising whole-school events such as enrichment days for their subject.
- Regularly report the provision of their subject to the Senior Leadership Team.
- Representing the school in local cluster groups.
- Be responsible for any budget linked with their subject

### **The Curriculum and Inclusion**

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having special educational needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. If class teachers feel that it is necessary to modify the curriculum in order to meet the needs of children with more severe special educational needs, then this will be done in consultation with the SENCO. Our curriculum model also allows for children who are identified as Gifted or Talented in specific areas to be extended in their learning.

### **Planning**

Planning takes place across the curriculum in two waves: long term planning and medium/short term planning.

Long term planning is the overview provided by Subject Leaders to teachers which details the skills that the children in each year group need to possess by the end of an academic year. This planning is essential as it ensures that progression is taking place across the school within the whole school theme.

Teachers annotate these plans to show what objectives they have met within their lessons; this is monitored by Subject Leaders and the Curriculum Manager.

Medium/short term planning is the planning which is completed by the class teacher to show the lessons within a unit or theme. Teachers are not expected to complete individual lesson plans for every subject but medium/short term planning should contain enough detail to allow for any teacher to deliver a lesson.

The learning objectives on these plans will be taken directly from the long term plan or reflect a need identified by the class teacher's assessment for learning.

Maths, English Science, RE, MFL, PE are all planned for separately, while Geography, History, Music, Art, Design and Technology and ICT are planned together using a cross curricular planning format.