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## Windrush Valley School

### Policy Documents Annual Review Record

<b>Citation</b>	<u>This document shall be cited as:</u> Curriculum Policy  <u>Associated policies:</u> Special Educational Needs and Disability (SEND) policy My World policy Homework policy Marking policy
<b>Regulatory standard</b>	Part 1: Quality of Education Provided
<b>Person responsible</b>	Headteacher
<b>Comments to</b>	Headteacher
<b>Last reviewed/updated</b>	27 <sup>th</sup> June 2019
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<b>Reason for review/update</b>	Regular review cycle
<b>Person reviewing/updating</b>	Alan Wood
<b>Source/author</b>	Alan Wood
<b>Implementation</b>	Immediate and on-going
<b>Governor's Review</b>	Eve Leung 27 <sup>th</sup> June 2019

The Governor's are satisfied with this policy and its implementation in School.



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## Curriculum Policy

### Introduction

Our curriculum policy provides the educational content and structure for the

1. full-time supervised education of all pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education
2. pupils to acquire speaking, listening, literacy and numeracy skills, and
3. personal, social, health and economic education which
  - reflects the school's aims and ethos
  - encourages respect for other people, paying particular regard to the protected characteristics set out in the Education Act 2010
4. For pupils in the EYFS (below compulsory school age)
  - A programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills
  - That all pupils, including those in the EYFS, have the opportunity to make progress
  - Provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society

Essentially, these are to enable children to achieve their potential by developing their knowledge, skills and understanding in the academic, aesthetic and sporting domains whilst actively promoting the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

The school aims to teach children to grow into positive, responsible and healthy people, who can work and co-operate with others. It does so through all those planned activities that promote learning and personal growth and development. This includes the range of extra-curricular activities and "clubs" organised to enrich the experiences of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave. The school places high value on positive behaviour as a product of strong inter-personal relationships.

As the school does not have any ESL registered pupils, all lessons are conducted in English

### Values

The curriculum is underpinned by the values and ethos of the school as exemplified by those daily activities that promote and recognise that children are unique, have an inalienable right to be taught well, to be treated with fairness and honesty and have their individual needs respected and met.

## **Aims and objectives**

The aims of our school curriculum are to provide opportunities that:

- ensure our children have high self-esteem and enjoy coming to school, have respect for themselves and others and have a positive attitude towards learning;
- encourage all children to learn and develop their skills, knowledge and abilities to the best of their potential;
- encourage children's aesthetic abilities and to develop their own thinking;
- motivate children to adopt and maintain a healthy lifestyle and an appreciation and love for sporting activities;
- teach children to have an awareness of their own spiritual development, to understand right from wrong, the importance of truth and fairness and a commitment to equal opportunities for all

## **Key skills**

The following 'key skills' have prominence within planning models:

- reading, writing, speaking and listening;
- numbers and number systems;
- information and computer technology;
- working with and respecting others;
- problem-solving;
- the desire to work hard, overcome obstacles and succeed.

## **Content**

The curriculum comprises two major elements:

- ❖ The discrete element comprising the taught aspects.
- ❖ The 'hidden' element comprising the school's Core Values.

Each element comprises four, equal weight, aspects.

- ❖ Discrete Element
  - Academic
    - Reading/Writing
    - Mathematics
    - English/Grammar
    - History
    - Geography
    - Languages
    - Science
    - IT/Programming
  - Performance
    - Stage productions and musicals
    - ESB
    - Music (Band/Choir)
    - Art
    - May Dancing
  - One World
    - Nature
    - Conservation

- Wildlife Trust
- Natural World
- Weather/Climate
- Global warming
- Forest school
- Materials
- Forces
- States of Matter
- Sound
- Space
- Light
- Electricity
- Sport
  - Team games/PE
  - Fitness and Health
  - Athletics
  - Swimming
  - X-country
  - Competition
- ❖ Hidden Element [and taught element through My World]
  - Core Value: 'What am I?' [Personality]
    - Motivation
    - Behaviour
    - Attitudes towards self and others
    - Resilience
    - Perseverance
    - Attributes
  - Core Value: 'Who am I?' [Character]
    - Challenge
    - Competition
    - Commitment
    - Determination
    - Law-abiding
    - Personal belief
  - Core Value 'Where am I?' [Sociability]
    - Belonging
    - Citizenship
    - Democracy
    - Self-determination
    - Freedom and responsibility
  - Core Value 'Why am I?' [Competency]
    - Co-operation
    - Learning-to-learn

- Leadership
- Knowledge
- Skills

### **Organisation and Planning**

In concert with the majority of educational establishments, Windrush Valley undertakes its' planning in three distinct phases –long, medium and short term. The school's academic year provides the core organisational structure for the entire planning model, enabling where possible, for topics to be organised on a half termly (approximately six-weekly) duration, each broadly following published NC models. In particular this facilitates continuity and progression of pupils' learning, the sensible deployment of equipment, staff and resources across the school, and provides for appropriate forward planning of the budget.

At EYFS, an inter-disciplinary topic approach to curriculum planning is adopted, with an emphasis on coherence and coverage of the Foundation Stage Early Learning Goals, to ensure progression in all curriculum areas. The school supports the principle that young children learn best through a combination of play and their engagement in well-planned structured activities. Progression to compulsory education is supported by the completion of the Foundation Stage Profile.

At Key Stage 1 greater emphasis is placed on the core subjects, which are taught separately. There is an integrated approach to the Foundation subjects, allowing teachers the opportunity to plan subjects around themes as opposed to discrete subject based topics.

At Key Stage 2 all subjects are taught discretely according to published schema to facilitate the introduction of specialist teaching and examination-based curricula.

#### *Long term planning*

This is the school's structure of which topics to teach and when, across both non-statutory and statutory phases of provision, in each subject, across the entirety of the school. It commences with the Nursery aspect of the Foundation stage and extends to include Year 6 at the end of Key Stage 2. Individual teacher input at this stage of the planning model is minimal, it being the main preserve of senior staff.

#### *Medium term planning*

Medium-term plans give clear guidance on the objectives and teaching strategies for each topic, by year group and term. Most of this detail is provided in both the teacher planning books of published schema and also in NC guidance material. Whilst individual teacher input is minimal at this stage, in terms of modifying or amending the detail, considerable expertise and knowledge is necessary to ensure coverage of content, and progression of pupils' learning through the detail. Occasionally, teacher expertise is required to provide the entire programme, particularly in non-National Curriculum subjects, or where published guidance is not available.

#### *Short term planning: schemes of work*

This involves the transfer of information from the previous stage into the specific or closely defined group of objectives for each class and individual pupil targets. It usually involves

planning for individual or perhaps a small number of lessons at any one time. These schemes of work consider the ages, aptitudes and needs of all pupils, including those with an EHC plan.

At this stage teachers' skill, knowledge and expertise are essential in converting published schema into meaningful and interesting lessons that successfully provide incremental progression of learning and ensuring that all pupils have the opportunity to learn and make progress. Details of individual teacher's planning are recorded in personal Teacher Planning Records.

Predominantly, single strand resources are used throughout the school to aid continuity of planning and recording of progress. Also, by using a similarity of resources for extension work, the same advantages are available when planning differentiated extension and support work for children with additional learning needs and material for those able and gifted children requiring work of a more challenging nature.

### **Children with special educational needs**

The curriculum is designed to provide access and opportunity for all children who attend the school. Adaptations to curriculum delivery to meet the needs of individual children are made following full consultation with parents and a detailed assessment of attainment and ability. The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and how the school plans to address this. It also sets out targets for improvement to facilitate the periodic review and monitoring of progress. Where necessary, individual pupils may be referred for external professional assessment according to need. Reports and recommendations arising from such assessments are incorporated into an IEP under the direction of the school's Special Educational Needs coordinator (SENCo)

### **Pupil progress and assessment monitoring**

Pupils' progress is assessed and monitored at regular intervals throughout each school term. The results are carefully analysed and the information used to aid the planning of both content and delivery of subsequent lessons. All children are routinely checked to ensure that any emerging potential long-term learning difficulties are quickly recognised and appropriate remedial action is taken.

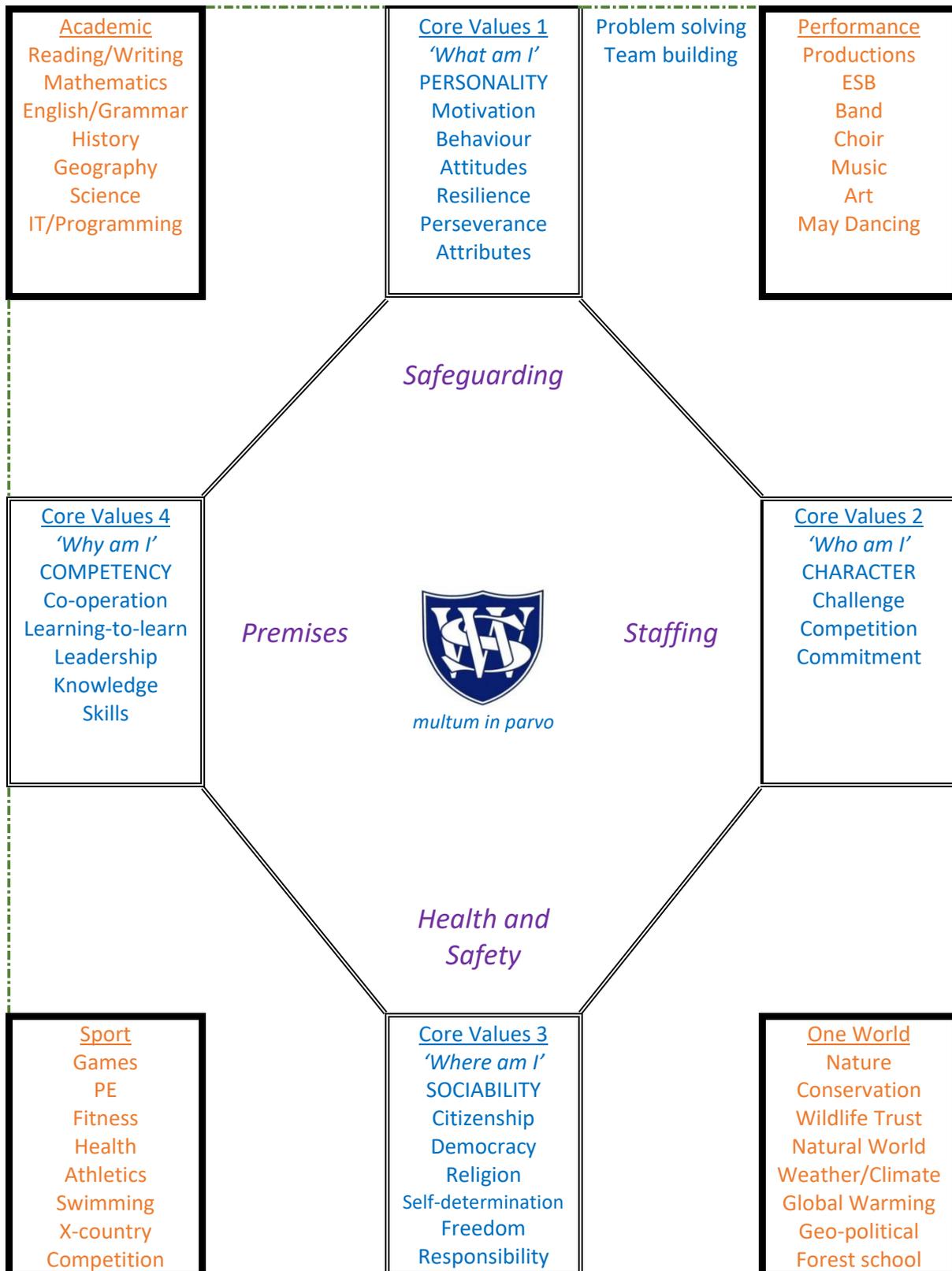
Formal assessment is conducted at the end of EYFS (Foundation Stage Profile), Key Stage 1 (internal marked assessment) and Key Stage 2 (externally marked Standard Assessment Tests).

### **Monitoring and review**

The Headteacher is responsible for the day-to-day organisation of the curriculum.

**Amanda Douglas**  
**Headteacher**  
September 2018

## Windrush Valley School Curriculum Plan



The Governor's are satisfied with this policy and its implementation in School.

## Marking and Feedback Policy

Marking children's work is an essential component of good teaching as it enables the teacher to assess the effectiveness and appropriateness of the lesson, conveys to the child their success or otherwise with a topic and provides detailed advice on how to improve. If a child has made many errors and clearly not grasped the main ideas, then perhaps the work was too challenging; on the other hand, consistently getting everything right and not making any errors, suggests the child is not being challenged sufficiently.

### Teachers

- should be familiar with the requirements and guidelines of this Marking Policy
- must respond in some way to all work produced by pupils
- give clear criteria upon which the work will be marked
- only make relevant and sensible comments that are related to the requirements of the lesson
- mark work within a maximum of one week
- give children opportunities to assess their own work
- ensure that the outcomes of marking inform subsequent lesson planning
- should use marking as an assessment tool to aid target setting

### For the pupil, marking will

- demonstrate that their work and achievements are valued
- encourage them to reflect on and respond to past performances
- identify misconceptions and correct errors
- enhance learning
- provide written and verbal feedback on progress
- promote and support higher expectations thereby raising personal standards further

### Marking

All pupils must have written formative comments in English, Maths and topic books. Comments should be linked to the learning objectives or planned lesson outcomes. Planned outcomes for the lesson should be discussed with the children to encourage personal ownership.

All topics should be presented in the standard format: Dated and Titled.

Teachers will highlight work using **Green** for explanatory messages/advice and **Red** for corrections of right/wrong. All marks in maths should be presented as an outcome (number correct/number possible) at the end of each topic.

Marking should be neat and legible, modelling the school cursive style taught to children.

Pupils should be given the opportunity and time, either at the start of the next lesson or during early morning [before registration] work time, to reflect on and respond to the marked work.

In addition to accuracy, teachers should also comment on the following: presentation, handwriting, neatness, lay-out [maths in particular], spelling and grammar [English].

## HOMEWORK POLICY

### RATIONALE

Children are provided with regular homework in order to encourage them to manage their time purposefully, and to enable them to participate in further activities that meaningfully support their work in school. As a result, they are more successfully prepared for their next stage of education, either in this, or in another school.

### ALLOCATION

KS	Year	Form	W/Hours	Typical activities
2	6	5	3	All subjects -with a focus on literacy and numeracy. Selected reading, spelling and writing practice.
	5			Reading. Using IT to support learning. Tables.
	4	4	2.5	Collecting information for projects. Finishing work.
	3	3	2	
1	2	2	1.5	Reading to parents/carers -ideally some 15 minutes per night. Listening to stories. Word lists. Simple tables.
	1	1	1	
EYFS	R	R		Listening to bedtime stories. Playing with parents. Talking about school.
	N	N		Emerging readers -about 15 minutes per night

### CONTENT

Homework does not necessarily involve completing unfinished class work; it can be an entirely new task in its own right. Its central purpose is to reinforce and extend learning and considerable care should be exercised that this primary purpose is addressed. Homework is specified clearly in both the Literacy and Numeracy programmes.

Holiday work should include extended topics, preferably involving a 'research' element. Younger children can achieve this through the use of a 'diary' model topic, whilst very young children may write about 'Where in the world is Barnaby Bear'.

In addition to the times quoted above, pupils in Years 5 and 6 are required to read, independently both for pleasure and information, for up to a further 2 hours per week. Pupils in Year 4 are required to do so for up to a further 1 hour per week.

For English and Mathematics, pupils should work for some of the time in their own homework book. Rules for the presentation of work still apply and again neatness should be insisted upon.

### TIMING

For all subjects, pupils may have up to 1 week to hand in. It is important to ensure an evenly balanced expectation across the week.

### PROCEDURE

All work issued should be clearly explained and written by pupils in their homework diary. Ensure that it is clearly written with parents in mind. It is essential to include the day it is due to be handed in. Homework should be marked in a similar way to all other class work in accordance with the school's

marking policy. The diaries themselves should be checked periodically to ensure neatness and accuracy.

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