



Curriculum Policy

Statutory Requirements

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](#).

Curriculum Implementation

We realise that children learn better when they are excited and engaged. Through our topic approach, we deliver a knowledge-engaged curriculum in which knowledge underpins and enables the application of skill.

The curriculum is organised into:

- Early Years Foundation Stage - Reception
- Key Stage One - Years 1 and 2
- Key Stage Two - Years 3, 4, 5 and 6

Our curriculum overviews for each subject list all the objectives and topics that are required to be taught. Teachers then use these objectives to plan a creative and stimulating topic with enrichment activities. We continually look for meaningful opportunities for pupils to apply the skills and knowledge they have learnt in English and Mathematics in other subject areas to enable class timetables to be fit for purpose in delivering all subjects within the National curriculum. Subjects and

objectives that do not fit into the creative curriculum/topic approach are taught discretely, to ensure coverage of the entire National Curriculum.

Please see our curriculum statement on the school website for more information about each individual subject. Subject policies are available upon request.

Teachers set high expectations for all pupils. They will use appropriate assessment (see assessment policy) 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.

All classes have opportunities to develop their computing skills in all subjects through a cross curricular approach. Pupils have access to laptops within their classroom, as well as a class iPad and access to a set of shared additional iPads. All classrooms are equipped with an interactive board to assist teaching and learning.

Monitoring and Evaluation

The school will regularly monitor the curriculum through a variety of methods that include teachers, parents and governors. Appropriate recommendations for change will be made to the Headteacher who will consult the governing body, before implementing any change through targets set in the school improvement plan and co-ordinator action plans.

Monitoring Methods include:

- Book scrutinies;
- Subject audits;
- Lesson observations;
- Learning walks;
- Implementation and application of the teaching and learning policy;
- SIP review set against action plans;
- Planning audits;
- Progression and objectives mapping;
- Homework scrutinies;
- Pupil Conferencing.

Evaluation of the curriculum will be measured against a range of indicators.

- Key Stage and Test results;
- Individual Pupil Indicators;
- Recommendations from Inspections and Audits;
- New Legislation and Opportunities;
- Reports to the Governing Body;
- Annual Subject Reviews;
- Progression and objectives mapping.

Roles and responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and will also ensure that:

- Class and Subject action plans are 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.

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.
- 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 board 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.
- Alongside the assistant headteachers, monitor the implementation of the curriculum across all year groups and subjects.

Other Staff

- Class teachers ensure that the curriculum is well-planned and delivered and that aims are achieved for each class. Class teachers regularly review, and if necessary, update the curriculum planning.
- Subject champions oversee the teaching, learning and assessment of their subject along with driving opportunities for enrichment.

Signed:

Date of Review: September 2023

Next Review Date: September 2024

Wanborough Primary School Curriculum Statement

Underpinning everything we do at Wanborough Primary School is the idea of maximising learning through our *GROW* values (goals, resilience, outstanding and wonder). The aim of our curriculum is to deliver high quality, rich, creative and enjoyable teaching activities which inspire and enable children to learn effectively and achieve outstanding outcomes in all subjects. We have the highest expectations of all learners. There is no ceiling set for the performance of any pupil. So, we set ambitious, aspirational targets for the continual improvement of all learners. We always look for suitable and appropriate opportunities to stretch and challenge every pupil.

Our school curriculum is enriched by our international work, assemblies, school clubs, extra-curricular and inter school opportunities, visitors, trips, residential experiences, theme weeks and days. We offer an inclusive curriculum and encourage the children to reflect upon their learning and thinking in order to overcome all barriers that prevent pupils from succeeding. The learning topics we have created are a key element in our teaching of the curriculum. Each subject is planned to teach the key knowledge and skills through a progressive series of lessons across all age groups. Subjects are taught discretely as appropriate.

In our view a fit body and a fit mind are inter linked. So we ensure pupils have a wide range of opportunities to engage in sport and physical education. Staff use their understanding of *Growth Mindset*, *Metacognition*, *Mindfulness* and *Wellbeing* to create positive learning climates for individuals and groups.

We continually look for meaningful opportunities for pupils to apply the skills and knowledge they have learnt in English and Mathematics in other subject areas to enable class timetables to be fit for purpose in delivering all subjects within the National curriculum.

All staff seek out relevant and meaningful opportunities to develop pupils' social, moral, cultural and spiritual understanding when teaching all subjects and with respect to our shared British values. Monthly values re-enforce this commitment.

The National Curriculum forms a part of our whole school curriculum. We take autonomy for our school curriculum and for the way we plan for and deliver the National Curriculum.

English

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr Seuss, author.

In our school the teaching of English allows pupils to incrementally build their skills in reading and writing within a carefully designed curriculum.

Reading

We aim to create successful, fluent, readers who will monitor their understanding of what they are reading and review the text when something does not make sense. We follow a set sequence for Whole Class Guided Reading using 'Fred's Teaching' Resources. In reading lessons, pupils are explicitly taught strategies including inference, questioning, clarifying, summarising, prediction and activating prior knowledge. The pupils use these strategies to check how well they comprehend what they have read, and overcome barriers to comprehension. Pupils develop skills in skimming and scanning, forming opinions, thinking aloud, asking questions, getting the gist, connecting to prior knowledge, inference and prediction. These skills are applied by the pupils with increased independence when interacting with texts across all curriculum areas.

Teachers develop a love of reading by reading a wide range of novels and texts daily with the children.

Children have access to a wide range of books for their own reading pleasure in our class book corners and the school Library. They are encouraged to select books which will interest and challenge them. Reading scheme books are fully decodable and are closely matched with our Phonics scheme.

Phonics

The teaching of phonics begins in Reception using Rocket Phonics, a validated phonics scheme, and teaching continues daily to at least the point where children can read almost all words fluently.

We follow a systematic approach where each grapheme is introduced clearly; a focus is placed on blending to read and segmenting to spell. This focus provides children with the skills they need to begin to read words, captions and whole sentences as soon as possible. Children are taught to read letters or groups of letters by saying the sound(s) they represent. Children can then start to read words by blending (synthesising) the sounds together to make a word.



Writing

Writing skills are developed through a text-based approach. Pupils develop an understanding of purpose and form and the ability to evaluate the notion of appropriateness. A book spine provides a range of topic-based and age appropriate texts to 'hook' the pupils in at the start of a unit. Opportunity is given to explore the text in order to build an understanding of the writer's craft so that pupils develop a deep understanding of the components of writing - planning, drafting, sharing, evaluating, revising and editing. The writing curriculum plans for diverse stimuli for writing which encourages high levels of engagement. Allowing pupils, the time to explore the text, introduce new writing skills before applying the skills with greater levels of independence ensures a deeper understanding of writerly choices. Texts are carefully chosen to deepen pupils' knowledge of the wider curriculum, while ensuring pupils are immersed in our rich and varied literary heritage.

Mathematics

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."
Shakuntala Devi, writer and mental calculator.

In our school children become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.

In our school we teach mathematics following the mastery approach through the White Rose Maths Scheme. Pupils learn maths skills and identify connections between strands of mathematics. Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas.

The curriculum is split into distinct areas of mathematics but teaches children to make rich connections across strands of mathematics to develop fluency, reasoning and competence with increasingly sophisticated problems.

Mathematical resources and images are used throughout all key stages to cement conceptual understanding. Where appropriate, the application of mathematical knowledge is used in other subject areas e.g. science, in order to cement the children's understanding and for them to see how maths can be used in the real world.



What is teaching for Mastery?

Mastering maths means pupils acquiring a deep, long-term, secure and adaptable understanding of the subject. The phrase 'teaching for mastery' describes the elements of classroom practice and school organisation that combine to give pupils the best chances of mastering maths. Achieving mastery means acquiring a solid enough understanding of the maths that's been taught to enable pupils to move on to more advanced material. The teaching of mathematical mastery centres of five BIG ideas:

Coherence

Lessons are broken down into small connected steps that gradually unfold the concept, providing access for all children and leading to a generalisation of the concept and the ability to apply the concept to a range of contexts.

Representation and Structure

Representations used in lessons expose the mathematical idea being taught, the aim being that children can do the maths without recourse to the representation.

Mathematical Thinking

If taught ideas are to be understood deeply, they must not merely be passively received but must be worked on by the child: thought about, reasoned with and discussed with others.

Fluency

Quick and efficient recall of facts and procedures and the flexibility to move between different contexts and representations of mathematics.

Variation

Variation is twofold. It is firstly about how the teacher represents the concept being taught, often in more than one way, and to develop deep understanding. It is also about the sequencing of the activities and exercises used within a lesson and follow up practice, paying attention to what is kept the same and what changes, to connect the mathematics and draw attention to mathematical relationships and structure.

Science

"The important thing is to never stop questioning (or learning)"
Albert Einstein, theoretical physicist.

In our school the teaching of science inspires in children curiosity about phenomena and events in the world around them. The teaching of science at Wanborough Primary School aspires to create scientists who challenge their own thinking and the thinking of others and so develop a persistent curiosity.



Our curriculum is planned so that pupils progressively build on learnt scientific knowledge and skills. Pupils regularly have the opportunity to apply skills with increased independence, raising questions and recognising ways in which they might scientifically answer questions and begin to appreciate the way in which science will affect the future on a personal, national and global level.

History

*"We are not makers of history. We are made by history."
Martin Luther King Jr., minister and activist.*

At Wanborough Primary School, we believe teaching history gives children the skills and knowledge to interpret and understand the past. By teaching children about societies and cultures from the past, children learn to value their own and other people's cultures in a modern, multi-cultural Britain. They can apply their knowledge and skills about the past to the present day and make comparisons about then and now.



Where possible, children will have an active role in their learning, thus stimulating curiosity and interest, aiming to inspire a lifelong love of learning. We also aim to deliver the skills necessary to interpret the past and where events occurred. History is taught through topics and enrichment experiences throughout the year to encourage and passion and enjoyment for all children.

Geography

*"Without geography you're nowhere."
Jimmy Buffet, American singer-songwriter.*

In our school, the teaching of *Geography* inspires a curiosity and fascination about the world. We focus on enabling children to be 'Geographers'. Our curriculum ensures a geographical knowledge about diverse places, resources and natural and human environments and processes. *Geographical* knowledge is taught alongside the development of subject specific skills including; conducting field work, collecting data and interpreting what we have gathered.



Our *Geography* is taught through a topic-based approach, it provides a means of exploring, appreciating and understanding the world in which we live. Through geographical enquiry and application of skills, our pupils are given opportunities to develop an awareness of their immediate surroundings, other places and how people use the environment.

We want all pupils to develop a respect for other people different from themselves and their environments. *Geography* helps inspire pupils to think about their own place in the world and their responsibilities to others and the environment.

Computing

'There was a time when people felt the internet was another world, but now people realise it's a tool that we use in this world.'

Tim Berners-Lee, computer scientist.

We believe in Wanborough that a high-quality Computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, and Design and Technology, and provides insights into both natural and artificial systems. Through the delivery of the PurpleMash scheme, pupils use computing to obtain a set of skills that undoubtedly will be required for the routines of life, for pleasure and for creativity in the future such as coding and digital literacy. The use of computers should be stimulating and motivating, and has an important role in promoting educational development, encouraging children's thinking skills and facilitating collaborative learning. The ability to use computing effectively is a vital life skill in modern society. In conjunction to this, we use Project Evolve to educate our children in Online-Safety and how to be safe both online and offline.



Over recent years there has been a computing revolution in education, and computers are now an essential part of our society. Computers are used as tools to handle information and communicate. It is vital that all our pupils gain confidence and capability in using this technology, with a view to life-long learning. The use of computing can enhance and extend a child's learning across the whole curriculum. Therefore, at Wanborough Primary School, computing is an integral part of the curriculum.

Religious Education

'The essence of all religions is one. Only their approaches are different.'

Mahatma Gandhi, Indian lawyer

At Wanborough Primary School, Religious Education is an integral part of the curriculum in developing an individual's knowledge and understanding of the religions and beliefs which form part of contemporary society. The curriculum is intellectually challenging and personally enriching. It provokes balanced, well-informed conversations, inspires wonder and lets us celebrate our own beliefs as well as others. Throughout a child's experience at Wanborough Primary School, they will learn about Christianity, Islam, Hinduism and Humanism.



RE is provided in accordance with the Swindon Agreed Syllabus and draws from the most recent practice and educational thinking. The syllabus promotes an inclusive and educational approach to RE, which is of increasing importance to help people understand modern society and critical issues in the world, as well as promoting understanding and respect.

Physical Education

"Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong."

John F Kennedy, 35th U.S. President.

In our school the teaching of Physical Education aims to inspire lifelong consideration of personal wellbeing. We want each child's experience to be positive and motivating. We aim to inspire all children to achieve their potential and participate in a range of physical activities. All children take part in minimum of two hours of high-quality PE and sporting activities each week.

Our school values support the development of rounded individuals who demonstrate excellent sportsmanship. Through the REAL PE scheme, unity, respect and self-belief are all developed by the teaching and practise of fundamental movement skills - agility, balance and co-ordination - and applying these skills to an increasingly wider range of physical activities.



We have a well-balanced programme of sporting activities including opportunities such as fencing, swimming, athletics, gymnastics, dance and outdoor and adventurous pursuits. Our students participate in a range of sporting activities within school, against other schools and with other schools. Throughout the year, we also offer a range of well-attended after-school clubs and activities including netball, football, running club and rounders. Such opportunities enable pupils to develop personal and social skills as well as preparing them for leisure activities in adult life.

PSHE (Personal, Social and Health education)

"Be the change you want to see in the world."

Mahatma Gandhi, Indian lawyer.

In our school the teaching of Personal, Social, Health and Relationships Education (PSHE) enables our children to become healthy, independent and responsible members of a society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We strive to provide our children with learning opportunities across and beyond the curriculum, in specific lessons, circle time, special school projects and other activities that enrich pupils' experiences. It allows pupils to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. At Wanborough Primary School PSHE supports many of the principles of safeguarding and its close links to the school's Safeguarding, SMSC and British Values Policies.



Our chosen scheme (Jigsaw) provides a comprehensive PSHE Programme which covers all the requirements of the government guidance and outcomes, and more. Jigsaw's philosophy starts by building positive self-image, a sense of identity and a healthy relationship with self, and from that starting point helps children grow healthy relationships with others. Health Education in Jigsaw embraces not only physical health but has a strong focus on mental health and emotional literacy throughout, and empowers children to be aware of their own thoughts and feelings and know how to manage and regulate these e.g. using *Calm Me* (mindfulness techniques). SRE (sex and relationship education), is also delivered using the Jigsaw scheme of work in the *Changing Me* unit taught in term 6.

Art and Design

*"Every child is an artist."
Pablo Picasso, artist.*

In our school the teaching of art and design develops in pupils the self-belief needed in order to be creative. Creativity, through art, craft and design is valued and celebrated by the school community.

Our art and design curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment invent and create their own works of art, craft and design. As pupils progress, they think critically and develop a more rigorous understanding of art and design. They are taught how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We encourage children to develop their creative and imaginative talents through learning skills and techniques and using a variety of materials and tools. They learn to appreciate works of art and use artistic language to describe paintings, sculptures and other artefacts.



Topics linked to artists, architects and designers gives pupils the opportunity, over time, to investigate and evaluate a wide range of creative outcomes from the past and present to develop rigorous understanding of the many disciplines within art, craft and design and how they shape our history and future.

We want pupils to be able to explore and record their ideas and become proficient in drawing, painting and sculpting along with other art, craft and design techniques. Pupils learn how to evaluate and analyse creative works using subject specific vocabulary.

Design and Technology

"Enjoy failure and learn from it. You can never learn from success."

James Dyson, inventor.

In our school the teaching of design technology demands that pupils are curious and brave in order to achieve success. Pupils are encouraged to become independent, creative problem-solvers and thinkers as individuals and as part of a team. Our curriculum is planned so that pupils follow a process where evaluation and communication are key. Design technology projects, through the PlanBee scheme, allow pupils to apply skills from across the curriculum; mathematics, science, computing and art - to design, make and evaluate products that solve real and relevant problems. Where appropriate, our Design Technology curriculum has considered that pupils should carry out practical activities (to design, make and evaluate) linked to their topic focus.



Design and Technology gives pupils the skills that enable them to think creatively and imaginatively to design, make and evaluate products within a variety of contexts. Through evaluation of past and present design and technology, pupils develop their critical thinking - critiquing and evaluating ideas and products. Food technology is implemented across the curriculum with children developing an understanding of where food comes from, the importance of a varied and healthy diet and how to prepare this. Our weekly Healthy Tuck Shop, enables pupils to create, sell and purchase a variety of healthy snacks.

Music

"Life without music would be a mistake."

Friedrich Nietzsche, philosopher.

At Wanborough, the teaching of music inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Opportunities to experience and play music promotes team working, concentration and problem-solving skills, and developing identity and improving social cohesion within the school and wider community.



Music is an integral part of life at Wanborough. Music lessons are fun and inspiring, engaging the children with songs, lyrics and movement. We want children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school.

All children are actively encouraged and given the opportunity to learn to play a musical instrument whether it be within music lessons, or within piano or guitar lessons delivered by visiting music specialists.

Our weekly class music lessons follow the Charanga music scheme with resources from Sing Up and Out of the Ark used to support our music journey too. Further musical opportunities within the school include a music genre of the month, weekly singing assembly, a lunchtime Singing Stars Club, the development of Signing Playgrounds, an annual nativity, a range of seasonal celebrations and the Year 6 end of year production.

Modern Foreign Languages - French

"Learning another language is not only learning different words for the same things, but learning another way to think about things."

Flora Lewis, Journalist of International Affairs

In our school the teaching of a foreign language encourages pupils' confidence and creative skills. We help them develop an awareness of cultural differences through the study of language and other countries. Skills of listening, speaking, reading and writing are necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning.

The teaching of French at Wanborough provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning through life. Our French curriculum is designed to progressively develop children's skills acquisition, and their ability to use and apply a growing bank of vocabulary organised around topics. Children are encouraged and supported to develop their speaking and listening skills through conversational work, as well as through singing activities and games. As confidence and skill grows, children record their work through pictures, captions and sentences. French is taught weekly in all Key Stage 2 classes, and in discrete planned sessions across EYFS and Key Stage 1.



Further language development and country appreciation is embraced through events such as our annual celebration of European Day of Languages; our World Beat competition; and our links through the international projects we undertake. These events provide an opportunity for children and the wider school community to further deepen their knowledge and understanding of the culture, traditions, geography, history of a chosen country or region. We have developed strong links with a French partner school, Ecole Du Lac in St Cyr, Poitiers and pupils in Year 6 take part in a week residential to the region where they form friendships and deepen their understanding of the language and culture.

Homework

Homework is set weekly. We encourage pupils to be just as creative outside of school as they are inside of school and to build upon their learning. We set homework from across the curriculum, encompassing all subject areas, that provides pupils with opportunities to play games, make models, design posters and be creative in how they present their ideas; as well as formal writing and mathematics. We encourage the use of ICT and also set online activities through Purple Mash and Times Table Rockstars.