



WHITCHURCH PRIMARY SCHOOL

CURRICULUM POLICY

1. Introduction

1.1 Our staff and governors are committed to offering children a solid grounding in basic skills as well as a broad and balanced curriculum, teaching the knowledge, skills and understanding which will enable pupils to play their part in a highly technological and rapidly changing society whilst maintaining their own personal, social, moral and spiritual identities.

1.2 Whitchurch provides a caring, disciplined and stimulating learning environment which encourages pupils to grow and develop in an atmosphere of mutual respect and which embraces not only the home - school partnership but which seeks also to make maximum use of the educational opportunities offered by the local community

1.3 We encourage pupils to take active responsibility for their own learning, to aim high (courage & excellence) and to take pride in their own achievements.

1.4 In planning for our curriculum, we have placed utmost importance on the promotion of inclusion and diversity, striving to create an environment where everyone feels welcome and we celebrate difference in all aspects of human life and endeavour. At Whitchurch, we are committed to valuing diversity, challenging and tackling perceived discrimination, promoting equality and fostering positive relationships.

1.5 We want our pupils to feel inspired by the contributions and accomplishments made by others within the school, the local community and wider world, and to nurture a strong sense of belonging within the school and the wider local community whilst developing their own 'world view'. We recognise that this is significant in regard to our school community demographic.

1.6 We believe that reading has to be at the very heart of our curriculum, as it permeates every aspect of learning. A reading culture is established whereby reading is championed, valued, respected, and encouraged, as it is of the utmost importance to a child's personal, social, and academic success, as well as their general wellbeing. Creating a reading culture is not the responsibility of an individual. It takes dedication, perseverance, and effort from individuals: pupils, staff members, leaders and parents.

1.7 We encourage pupils to take active responsibility for their own learning, to aim high and to take pride in their own achievements. Every decision regarding our curriculum is based upon what we believe is in the best interests of the children whilst fulfilling our statutory obligation to deliver the National Curriculum in a stimulating, innovative and challenging way, taking into account research findings of cognitive science which have

identified the importance of concepts, sequencing and spaced repetition, from early years onwards, in order to help our pupils retain learning into their long term memory.

1.8 The curriculum also intends to deliver opportunities for pupils to enjoy and treasure spontaneous moments, to reflect on issues beyond the material, to recognise and respond to those aspects of human experience which lead to spiritual development.

2. Aims

2.1 At Whitchurch Primary School, through our curriculum, we aim to

- Promote the highest standards of achievement for **all** pupils - **EXCELLENCE**
- Provide children with a diverse range of learning opportunities and experiences, such that children are resilient in the face of challenge and are confident enough to take risks - **COURAGE**
- Promote pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens and able to respond to the challenges of a rapidly changing modern world - **RESPECT**
- Nurture talent so that children can be the best they can be
- Be uncompromising in our aspirations for our pupils to achieve individual success
- Give every child access to high quality learning opportunities based on a broad and balanced curriculum that develops the whole child, academically, physically, creatively, in thinking and problem solving skills and practical abilities.
- Encourage a positive attitudes and enjoyment of learning that, ultimately, leads to a commitment to lifelong learning

3. Objectives

3.1 To achieve these aims we have the following objectives.

1. The curriculum is sufficiently broad and balanced and flexible to develop pupil's knowledge, skills and understanding. It includes:
 - Basic skills of reading, writing, speaking, listening and numeracy;
 - Observation, recording and drawing;
 - Locating, retrieving, evaluating and using information from a range of sources;
 - The use of information and communication technology;
 - Planning and evaluating work in order to improve it;
 - Independent learning;
 - Creative and critical thinking;
 - Interpersonal skills;
 - Critical appreciation of the work of others and themselves;
 - Emotional literacy.

2. Each subject has its own policy outlining our intentions for planning, teaching and learning, assessment and inclusion.
3. Our curriculum meets all statutory requirements and/or follows non-statutory guidance for:
 - *Health education
 - *Relationships and sex education
 - *Spiritual, moral, social and cultural development
 - *British values
4. The curriculum provides children in the Foundation Stage with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals (see Early Years Foundation Stage Policy).
5. The curriculum engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning.
6. The curriculum promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude. (SEN & MAT Policies)
7. The curriculum uses assessment, including self-assessment, of the progress and attainment of each pupil. Children are given feedback which may be written or spoken and given opportunities to improve and refine their learning. (see Assessment and Marking policy).
8. There is a means of recording the progress and attainment of each pupil. The details of what records are kept and the procedure for reporting to parents is contained in the Assessment Policy.
9. The curriculum prepares pupils for the responsibilities and opportunities that they may face in adult life at home, work and in leisure. It promotes respect for their own culture and those of others and has a regard for equal opportunities; it emphasises the value of personal relationships based on mutual respect. (See PSHE and Citizenship Policy , Healthy Schools and Sex Education Policy)
10. The curriculum extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical thinking. The provision of a variety of extra-curricular activities further enhances these skills and the enjoyment of learning. (See school clubs)
11. The curriculum is used to develop pupils' understanding of belief, self-knowledge and creativity and help to bring a sense of meaning and purpose to their lives. (See RE and *collective worship Policy*)

12. The curriculum fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional and global environment. (PSHE and *Citizenship Policy*)
13. The curriculum promotes the importance of healthy living. (See PSHE, Drugs, Citizenship Policy, Healthy Schools and Sex Education Policy)
14. The wider community is encouraged to take part in the delivery of the curriculum. Parents work in partnership with the school to support the education of their child. Parents are informed through termly curriculum letters, the school website and social media feeds.
15. The curriculum develops pupils' thinking skills and prepares them for the next stage of learning.
16. Pupils develop a sense of the wider communities in which they live and will work and an awareness of their place and role in different communities. (See PSHE and *Citizenship Policy*)

4. Curriculum monitoring

4.1 Our approach to monitoring implementation of the curriculum is:

- Subject leaders have an annual schedule of work with a range of monitoring activities which includes; pupil interviews, lesson visits, work sampling, subject coverage / gap analysis.
- Subject governors make links with subject leaders to find out more about the delivery of the subject.
- Subject's learning evidence (beyond books) is recorded on X (twitter) #wpssubject.

4.2 Our monitoring system allows teachers to have a much broader perspective of their subject and more easily assess coverage and standards *across* the school.

5. Monitoring and review of this policy

5.1 Monitoring the implementation of the curriculum policy is the role of the Governing Body.

5.2 This policy will be reviewed annually at the beginning of the academic year or as required with statutory changes to the Curriculum.

Status of this Policy: FINAL

Date approved by Governing Body:

Lead contributions from:

Staff: Mike Chesters,

Governors: Curriculum Committee