



Court de Wyck Church School

Curriculum Policy

Our Vision

At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence need for their ever-changing futures.

Its focus is on nurturing pupils' natural curiosity and love of active learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real-life experiences.

At the heart of our curriculum are our values and 'crew'- working together and achieving more than we thought possible.

1. Our Curriculum Intent

We provide a broad, balanced curriculum that:

- engages pupils through exciting, creative, thematic topics tailored to meet the needs of the school and its context
- is ambitious for all pupils and provides clear progression of skills, knowledge and understanding from EYFS to year 6 and beyond
- builds on key literacy and numeracy basic skills
- utilises features of our local and wider communities, including a wide range of extra-curricular activities
- teaches pupils about their developing world, including how their environment and society have changed over time
- is adapted to suit the needs of all learners and is adapted and developed for pupils with additional learning needs or disabilities, and those who learn at greater depth
- provides opportunities for pupils to understand our Christian Values
- prepares our pupils for the opportunities, responsibilities and experiences of life in modern Britain.
- helps pupils to develop their sense of identity and belonging so they can make a positive contribution to society 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
- enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own, to combat prejudice
- promotes the spiritual, moral, cultural, mental and physical development of pupils
- prepares pupils for the opportunities, responsibilities and experience of later life.

We intend to enable pupils to:

- be part of 'crew'- working together to become confident and independent learners who support each other
- grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they develop their true potential.
- articulate their hopes and aspirations for the future
- have a sense of belonging to a community both local and wider reaching

- appreciate that they are global citizens and to be positive citizens in society, well prepared for life in modern Britain
- be confident, ambitious learners
- demonstrate behaviour that reflects our core Christian values
- question, investigate and experiment, to be adventurous and to develop their own thinking
- learn and develop their skills to the best of their ability without limits
- know how to learn best for the context they are in
- appreciate human achievement and aspirations
- self-reflect on their learning, to respond positively to feedback and to understand next steps to success.
- achieve at least age-related expectations across the curriculum unless a pupil's learning needs means that this is not possible
- make good progress across the curriculum from their prior attainment
- have equality of opportunity, to diminish social disadvantage

2. Implementation of the Curriculum

Effective Teaching and Learning

Through effective teaching and learning we

- enthuse and motivate pupils so that they want to learn
- provide challenge and support based on pupil's prior knowledge and understanding
- ensure that assessment for learning is embedded and specific feedback is given during the lesson
- ensure that pupils have high self-esteem
- ensure that pupils understand the purpose of their learning and make connections
- enable pupils are curious and ask questions about their learning
- use effective questioning to motivate and engage pupils, assessing their understanding
- share success criteria with pupils and high-quality modelling of expectations is provided by teachers
- ensure that learning is active and collaborative
- encourage pupils to be independent thinkers
- cater for different learning styles
- ensure that pupils can self-assess and know their next steps in learning
- ensure that children have opportunities to transfer skills, knowledge and understanding to other contexts
- ensure that pupils know how to work individually, co-operatively and collaboratively
- ensure that pupils know that quality learning is important and involves resilience and perseverance
- ensure that pupils can demonstrate a range of skills, not only in core basic skills but across the range and breadth of the curriculum

Curriculum Planning

Long Term

We develop a Whole School Curriculum Map - an overview for the year. This ensures that the pupils receive a broad and balanced diet across their time in our school. This is published on our website.

Medium Term

We plan a Project Overview in which subjects are planned around a **main focus area**, and these themes will be underpinned by an integrated focus on English and mathematics with related links to other subjects where appropriate. The main topic overview is published on our website. Each project ends with a 'Presentation of Learning' which is shared with the school or the wider community.

This project design then feeds into the medium-term planning sheet which sets out learning across a term, showing progressive objectives, activities and learning outcomes, and identifying opportunities for cross curricular links and the application of maths and English skills. RE is planned for separately as it is taught discretely. English and mathematics are planned separately.

Teachers follow school expectations for medium term planning, and this is monitored by the Headteacher each term.

English and maths are planned discretely in the medium term and are planned progressively across each year group (see English and Maths planning)

Progression

We ensure progression across the school in all subjects using National Curriculum objectives as a basis for maths and English and the Learning Challenge Curriculum for other subjects which sets out Knowledge Skills and Understanding for each year group. Teachers plan for progression of knowledge, skills and understanding within a unit of learning.

Different Styles of Learning

We acknowledge that pupils learn in many ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. We plan opportunities for pupils to learn through e.g.

- investigation and problem solving;
- thinking skills activities and assessment for learning
- research and finding out;
- use of information technology;
- fieldwork and visits to places of educational interest;
- attendance at church;
- creative activities;
- cooking activities
- home learning
- understanding cultural diversity
- real life experiences including enterprise
- outdoor learning
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

Short term weekly/daily planning

Teachers plan lesson detail on a weekly/daily basis ac

Curriculum Content (see also Subject Policies)

English

The English curriculum has a central progression of skills development running through the core. The development of learning in this area focuses on planning and teaching particular elements in progression and will address gaps identified through assessment, but will also revisit, extend and deepen learning whilst focusing insistently on improving skills. Learning is not confined to English lessons, but also sits in other areas of the curriculum – particularly when thinking about how pupils apply their learning.

The aim for the English curriculum is to promote high standards of literacy by giving pupils a strong command of the written and spoken word, and to develop a love of literature through a widespread enjoyment of reading.

The aims are based on the National Curriculum for English which aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

Our curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Phonics

Planning for systematic, synthetic phonics teaching in Early Years and Key Stage 1 is in line with the pace and progression of the Letters and Sounds Scheme. Planning for our Reception pupils is in accordance with the statutory framework for Foundation Stage and covers the prime areas for learning as pupils transition into Key Stage 1. Pupils in KS2 may receive Phonics teaching as required to help develop their spelling skills

Reading

We focus on developing pupils' competence in **both word reading and comprehension**. We develop comprehension skills through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of high-quality stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an **appreciation and love of reading for pleasure**, and to gain knowledge across the curriculum.

Writing

We develop pupils' competence in both transcription and composition. Genre coverage is built up throughout the school so that pupils revisit writing styles throughout their time in school. We ensure that pupils learn grammar regularly and that it is an integral part of the English Curriculum. We teach continuous cursive script from the end of year 1 and preparation for joined handwriting in Foundation Stage.

Mathematics

Pupils are taught skills in counting, understanding and using numbers, calculating and problem solving. They are taught to recognise and describe shapes. They learn to use measures and how to interpret data and statistics.

Court de Wyck School uses aspects of the National Curriculum for mathematics, together with the Early Years Foundation Stage Curriculum. The White Rose Scheme provides a basis for our planning. We aim to provide the pupils with the knowledge, skills and ability to solve problems that makes them confident mathematicians with a love of and enthusiasm for the subject. Good teaching in mathematics fosters a sense of excitement and curiosity about the subject with pupils enthusiastic to learn and strive for high standards. Teachers have high expectations and ensure that pupils are taught to become fluent in the basics of arithmetic, mental mathematics, algorithms and mental recall. There is a strong emphasis on basic number and mental recall. However, teachers also focus on the importance of developing the skills of reasoning and applying and the use of concepts and knowledge in problem solving. The mathematics curriculum is structured sequentially, and teachers are skilled in their own personal knowledge and skills to adapt and differentiate their teaching in accordance with pupils' needs. Pupils regularly practice basic skills in mathematics.

Physical Education

Pupils are given opportunities to be active and interactive; and are taught to develop their coordination, skills control, and movement in a variety of activities, games, gymnastics, dance and sports. Skills are built up as pupils progress through year groups. Pupils are taught to understand the importance of physical activity, and to make healthy choices in relation to food and lifestyle choices. They are given the opportunity to partake in intra and inter schools competitions and to strive to compete at local, national and international level. The Sports Premium is used wisely to enable pupils to attend events and have access to high quality equipment and experiences.

PE coaches enhance staff professional development and pupils are given a wide range of specialist sessions each week.

Relationship and Health Education (RH)

Pupils are encouraged to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Our Policy is based on DfE guidance.

Each class sets aside time for 'Circle time' activities as appropriate which enable pupils to come together and reflect on their learning, behaviours and skills, it is a time when classes can establish and develop their ethos and culture. 'Circle time' may also be used for discussing issues of a personal, social, moral spiritual and emotional nature.

SMSC (Social Moral Spiritual and Cultural) Development

At Court de Wyck Church School we recognise that the **spiritual, moral, social and cultural** development of our pupils is vital in line with our belief in a holistic approach to education, with the child at the centre. It is taught implicitly throughout the curriculum and in extra-curricular activities and in RE and RH. It supports all areas of learning and is key to a child's motivation to learn.

Pupils are encouraged to reflect on their own understanding of faith and a sense of their own spirituality. Each class uses 'Windows, Mirrors, Doors' to explore their own response to values and spirituality. We promote understanding of the British Values and we have a link to a children's home in Myanmar. The school behaviour policy is developed with the pupil

Science, History and Geography

We use the Learning Challenge Curriculum as a core resource for these subjects which is question- based and weaves skills, knowledge and understanding progressively.

Pupils are encouraged to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, science, technology and the environment both past and present.

Science

Science at Court de Wyck helps stimulate and excite pupils' curiosity about the world. It helps pupils develop their understanding of their own immediate environment and begin to make sense of the wider world. We provide opportunities for first experiential learning to stimulate and enthuse, and an awareness of the place of science in the modern world through a development of an understanding of key concepts and knowledge. Science is taught both discretely and where relevant as part of our creative cross curricular curriculum.

History

Exploring people helps pupils make sense of the past and how it has influenced the present and will influence the future. Pupils develop an understanding of chronology and build knowledge about events and people throughout history. Pupils learn how different eras in history are linked and they will begin to see how society can learn from past events and influential figures throughout time.

Geography

Exploring places helps pupils understand how land is used, developed and sustained by different societies. At Kingshill pupils will learn and develop skills and build knowledge about people and places in the world. They learn about Human and Physical Geography and will increasingly develop an understanding of the wider world in which they live, thinking too about environmental and topical issues.

Religious Education

RE is taught according to the Locally Agreed Syllabus, 'Awareness, Mystery and Value' using 'Discovery RE' which is an enquiry- based approach along with 'Understanding Christianity'. In accordance with the Education Reform Act 1988, parents have the right to withdraw their pupils from all or part of Religious Education.

The Religious Education policy is provided by the Diocesan MAT and shared with other MAT schools.

We use the Learning Challenge Curriculum for Art, DT and Music

Art and DT

Pupils are taught to develop skills in a wide range of media and materials and are given opportunities to share their learning through a variety of activities. Skills and knowledge are built up and revisited as pupils progress through the school

Music

We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

ICT

The development of ICT skills is of value both discretely and to support and enhance other subjects. Pupils are given the opportunity to apply and develop their ICT capability using learned and applied skills across the curriculum. Skills are taught progressively, both discretely and within related cross-curricular themes. Pupils are regularly taught about the importance of e-safety.

Early Years Foundation Stage (see EYFS Policy)

Pupils in Reception year follow the Statutory Framework for Early Years and the areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Classroom environments

We recognise the importance of creating welcoming, stimulating learning environments where children feel safe and inspired. In each classroom, the learning journey can be seen through working walls in Maths and English and children's work is celebrated on our quality writing displays. We recognise each child as an individual and celebrate their uniqueness on our 'This is me' displays. Reflection areas are set up in every class as part of our Christian ethos. There is a high expectation that environments will be purposeful and tidy.

Other Aspects of the Curriculum

Enrichment

Opportunities for enriched and deepened learning are provided so pupils have their curiosity challenged, their skills extended and their aspirations raised.

Examples include:

- the use of specialist teachers in music, sport and foreign languages where relevant
- a focus on first hand experiential learning such as school visits and residential trips, and regular visitors into school from the community
- opportunities to experience cultural activities such as concerts, art galleries and theatre productions
- opportunities for gifted and talented pupils to work beyond the school, its planned curriculum and to experience opportunities working with other pupils from other schools, including beyond their chronological age

Provision for EAL

The school has low levels of pupils with English as an additional language. However, the school recognises that these pupils may require and therefore will receive additional targeted support to support them in making rapid progress in learning English but also in allowing them to access the holistic curriculum in their native language. Where necessary we will access external language support to facilitate learning needs. Within school we will:

- use accessible texts and materials that suit pupils' ages and levels of learning;
- provide support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate; providing support from teaching assistants trained to work with multilingual pupils.

Learning Support

The curriculum in our school is designed to provide access and opportunity for all pupils who attend. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so in consultation with their parents. This may include pupils who have additional needs, pupils with English as an additional language or pupils who are gifted or talented in some way.

If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN and Disability Act and the SEND Code of Practice. If a child displays signs of having special educational needs, his/her teacher consults with the school's special needs co-ordinator who will make an assessment of this need. In most instances, by differentiating the curriculum, the teacher is able to provide

resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, then we will consider involving the appropriate external agencies. We always provide additional resources and support for pupils with special educational needs either through specialist resources, support from special need assistants or a modified curriculum. Communication and involvement with parents is maintained at regular intervals.

Intended Impact of the curriculum

The impact of our curriculum is measured through:

- End of EYFS, KS1 and KS2 Statutory Data and through internal school tracking data.
- Subject leader monitoring
- Pupil interviews
- Book Scrutinies

We intend our Impact to be that:

- Pupils will achieve at least age-related expectations across the curriculum unless a pupil's learning needs means that this is not possible
- Pupils make good progress across the curriculum from their prior attainment and starting points
- Disadvantaged pupils and pupils with SEND acquire knowledge and skills needed to move on to the next stage in their education
- Pupils can talk enthusiastically and knowledgably about their learning
- Pupils love reading and engage with high quality literature
- Pupils' books will show work of a high standard and relevant to the age and needs of the pupils
- Pupils are prepared for their next stage in education

The Role of Parents in Teaching and Learning

We believe that parents have a pivotal role to play in helping pupils to learn. We do all we can to inform parents about what and how their pupils are learning by:

- holding parents' evenings three times a year to explain our strategies for teaching and learning and to provide information about pupils' attainment;
- sending information to parents at the start of each term in which we outline the topics that the pupils will be studying;
- sending reports to parents at the end of the year in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their pupils with home learning. We suggest, for example, regular shared reading with very young pupils, and support for older pupils with their projects and investigative work.

We believe that parents have the responsibility to support their pupils and the school in implementing policies. We would like parents to:

- ensure that their child has the best attendance record possible;

- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform the school if there are matters outside of school that are likely to affect a child's performance or behaviour at the school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home-school agreement;

Overall responsibility for curriculum development will reside with the Headteacher, and staff may be allocated a particular foundation subject area/s to co-ordinate across year groups. The core subjects will be co-ordinated by the Senior Leadership Team. The transition between the EYFS curriculum to Key Stage 1 and then on to Key Stage 2 is vital and teachers work together to ensure that pupils' experiences are valuable in themselves but also prepare the ground for their next move. Accordingly, there is good liaison with feeder secondary schools so as to ensure pupils leave Court de Wyck Church School equipped with the relevant skills, concepts and knowledge to prepare them for the transition into Key Stage 3.