

William Torbitt Primary School



CURRICULUM POLICY

October 2019

“We want William Torbitt Primary School to be:

A Learning Community - a place of high expectations and excellence, where all children can achieve full potential in their academic, creative, personal, physical, moral and spiritual development

A Caring Community - where children and adults feel they make a positive contribution and are valued and respected

A Working Partnership - between children, parents, staff, governors and the community as a whole.”

Introduction

At William Torbitt Primary school we aim to provide a diet of education that is fun and creative for our pupils; a curriculum which is broad, balanced and inspires them to be lifelong learners; a curriculum that is diverse and individualised to the different cultures and religions represented in our school; a curriculum that is taught through the eyes of the child, where they have had their say and been part of the design and make -up of what takes place - a person centred approach. We aim to enable the children with the knowledge and skills they need whilst being a pupil at WTPS, but also beyond and into the future.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. Therefore the curriculum stems from the interest and experiences of our pupils.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty.
- We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

To embody these values **we** have adopted 8 personal goals which are embedded into the curriculum:

- Dust ourselves off and try again (**resilience**)
- Do the right thing and make the right choices (**morality**)
- Respond to changes well (**adaptability**)
- Think about the world, the environment and other who live in it (**thoughtfulness**)
- Express our opinions clearly whilst considering other people's views (**communication**)
- Treat others how we wish to be treated (**respect**)
- Work together to achieve our goals (**co-operation**)
- Ask questions and find things out (**enquiry**)

Aims and Objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards life-long learning
- to teach children the basic skills of Reading, Writing, Maths, Spoken English & Listening and Computing
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage and values
- to enable children to be positive citizens in their community and wider society
- to fulfill all the requirements of the National Curriculum and the Redbridge Agreed Syllabus for Religious Education
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning

Our creative curriculum is currently taken primarily from the International Primary Curriculum. We recognise, however, that some areas of the curriculum are best taught discretely to ensure full coverage and progression in learning.

We plan our curriculum in Four phases:

Phase 1: Curriculum Overview

This shows which themes and core books are to be taught in each term across the school. The themes are based on the interest and experiences of the pupils.

Phase 2: Medium-term plans/Sequence Overview

Medium term plans detail the learning objectives and key activities to be covered each half term. They provide a structure for progression in learning during a year and as children move through the school. These objectives link directly to our progression documents. Also as part of this phase, we complete sequence overviews, where the teachers map out the order and sequence in which they are going to teach the objectives.

Phase 3 - Weekly Plans

Weekly plans set out the learning objectives for each session, and to identify activities, resources, key vocabulary and how lessons will be differentiated to meet the needs of pupils.

Whole School Themes and Special Days/Weeks

Each term, there is at least one whole-school focus to enable us to look in detail at a particular aspect of the curriculum, subject area or special event. E.g. 'My Right to be Safe Week', 'Mental Health awareness days/week', World Book Day, International Weeks, Science Week... etc.

Early Years Foundation Stage (EYFS)

In the Foundation Stage there are seven different areas of learning and a variety of structured play and practical activities are planned to help children develop in the following three prime areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Plus 3 characteristics of effective learning

We teach this framework through topics that excite the children; we gather their ideas and plan according to their needs and interests.

Key Stage 1 and 2

At Key Stage 1 and 2, children have daily English and Mathematics lessons.

In addition to English and Maths, children are taught to develop their skills, understanding and creativity in Science, Computing, History, Geography, Design Technology, Music, Art, Physical Education and Religious Education (which is based on the locally agreed syllabus). Additionally, French is taught from Year 3 onwards. All children Key Stage 2 at some point have the opportunity to learn an instrument through the WCET Wider Opportunities Music Programme. PSHE and Citizenship (Personal, Social, Health Education) also forms an integral part of the curriculum at William Torbitt Primary School.

Children are taught about the community in which they live and are encouraged to work in co-operation with other members of the school community. Supporting charities, both local and further afield, is encouraged. All children are expected to undertake appropriate responsibilities within the class and school, e.g. caring for the physical environment and participating in the school's ambassador and pupil voice groups.

We enhance and enrich the curriculum through a variety of activities including educational visits, school performances, visitors to school and after school clubs.

Details of termly topics can be found on the curriculum pages of the school website.

Home Learning

Home Learning activities are used to extend school learning and also encourages children as they get older to develop the confidence and self-discipline needed to study on their own. It provides opportunities for parents and pupils to work together and to enjoy learning experiences.

Home-School Links

We firmly believe that the education of the children is a partnership between children, staff and parent/carers. Support from home is vital in maximising children's chances of fulfilling their potential. In order to facilitate this partnership, as well as scheduled parent/carers consultation meetings, parent/carers are welcome to arrange an appointment to discuss their children's progress with staff at a mutually convenient time. Each class has three parent/carers meetings per year, and reports are sent home mid-year and at the end of summer term.

Equal Opportunities

The school ethos recognizes that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special education needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. Equality is an important part of the planning and teaching of all lessons. When planning work for children with special educational needs, we give due regard to information and targets contained in the children's Individual Education Plans (I.E.P.'s). We have high expectations of all children, and we believe that the principle of equality underpins all work and life within the school.

Monitoring and Evaluation

Monitoring and evaluation of the curriculum will ensure that:

- Statutory elements of the National Curriculum are taught.
- There is clear progression in learning for statutory and non-statutory elements of the national Curriculum and Early Years Foundation Stage Curriculum.

Monitoring and evaluation will involve pupils, teachers, learning support assistants, subject leaders, senior leaders and school governors.

Policy Review

This policy will be reviewed every two years, or sooner if there are significant changes to the curriculum.

This policy should be seen alongside all school policies and in particular: Teaching and Learning Policy, Feedback Policy, and Home Learning Policy.