



## Warwick Bridge School Curriculum Policy

### Curriculum Policy

#### 1 Introduction

**1.1** 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 2014, 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.

**1.2** Staff at Warwick Bridge School use various sources to assist with planning the curriculum. The online resources from **Kapow** provide staff with resources to deliver many parts of the curriculum. PE is sourced from **Get Set4 PE** whilst French is taught through **Language Angels**. The PSHE curriculum is delivered using **Twinkl**.

#### 2 Values

**2.1** Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

**2.2** Our school is in full agreement with the values statement included in the National Curriculum 2014. These are the main values of our school, upon which we have based our curriculum:

- 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. 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.

### **3 Aims and objectives**

**3.1** 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 learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy 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;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum 2014 and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- 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.

### **4 Organisation and planning**

**4.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

**4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our medium-term plans are based on the Primary Strategy and the National Curriculum programmes of study.

**4.3** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

**4.4** In the Early Years Foundation Stage we work within the Statutory Framework for the EYFS 2014. This document sets out the legal requirements for the EYFS. It is set out in the following parts –

- Learning and Development Requirements, including Early learning Goals
- Assessment – Progress at the end of the EYFS, (in the EYFS profile)
- Safeguarding and Welfare requirements

**4.5** At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects, many of which are taught through a creative cross-curricular approach. Over the three terms of the academic year, each child has the opportunity to experience the full range of subjects.

## **5 Children with special needs**

**5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

**5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the new SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, teachers will make an assessment of this need. In most instances 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, we consider the child for an Individual Pupil Plan,(IPP), involving the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

## **6 The Early Years Foundation Stage**

**6.1** In the Early Years Foundation Stage we work within the Statutory Framework for the EYFS effective from September 2014.

**6.2** Our school fully supports the principle that young children learn through a play based curriculum, which is child led for periods of time throughout the day. The children experience a day of uninterrupted sessions and have their own outdoor areas.

**6.3** During the children's time in the EYFS they are assessed against the Early Learning Outcomes and the Early Learning Goals. This progress is recorded on the Early Years Scholarpack tracking and on each child's Early Years Profile. EYFS also has tracking systems in place to compliment these other systems.

**6.4** We strive to include parents as partners in many ways – Learning Journeys, a meet and greet system each morning, a half termly newsletter, coffee mornings, joining with trips, weekly activities to be shared at home.

## **7 The role of the subject leader**

**7.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject across the school;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- monitor teaching and learning;
- review subject policy before approval from SLT.

**7.2** The school gives subject leaders non-contact time during the year, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum 2014 and that progression is planned into schemes of work.

## **8 Monitoring and review**

**9.1** Our governing board's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

**9.2** We have governors who meet with the same class teacher on a termly basis. They will discuss how the class is progressing and any areas of the curriculum that teacher is leading.

**9.3** The Head Teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum 2014, and that all lessons have appropriate learning objectives.

**9.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Policy written and adopted by Warwick Bridge staff **January 2024**

Date to be reviewed **January 2026**

**Signed:**.....

**Head Teacher**

**Date:**.....