

# Welbeck Primary School



# Curriculum Policy

July 2023

## Intent

At Welbeck Primary we strive to ensure that our topics are ambitious in content and our curriculum is broad, balanced and relevant. We ensure it meets the needs of all children, no matter their ability and promotes a love of learning, curiosity and willingness to explore. Staff work relentlessly to plan and deliver varied, engaging and enriching learning experiences through topics, underpinned by our ethos 'Never settle for less than your best'.

Our curriculum is taken from The National Curriculum 2014 and 2016 as its starting point. Topics are planned and selected to ensure they are relevant to our pupils, their local area and their lives, and are regularly reviewed and adapted where required, responding to the changing needs of our community.

## Aims, Objectives and Values

### We aim to:

- Promote the highest level of achievement for all pupils, across all subjects, in a wholly inclusive manner
- Provide meaningful learning experiences with a focus on English, giving pupils rich and varied vocabulary, a growing knowledge and awareness of the world in which they live and skills to succeed and a passion for learning
- Teach, support and embed a rich character curriculum for all children which recognises that motivation, resilience and hard work will lead to success, and that challenge should be welcomed and mistakes valued for their contribution towards learning
- Regularly take learning beyond the classroom, utilising our outdoor environment, local area and opportunities further afield
- Promote spiritual, moral, social, cultural, mental and physical development so that young people in our community are well-equipped to become active, respectful and responsible citizens
- Teach, promote and support safe, happy and healthy lifestyles and sustainable physical and emotional well-being, particularly following recent periods of remote learning and lockdown
- Provide children with knowledge and understanding of British Values and their social heritage, and to celebrate the diversity of communities within the UK
- Prepare pupils for opportunities, responsibilities and experiences of later life
- To regularly review our curriculum provision in order to ensure that it responds to the circumstances of the world around us and continues to promote excellence. This has been particularly important following periods of lockdown and remote learning, to ensure catch up learning programmes are responsive to need.

## Implementation

### School Curriculum

Teaching and learning in all year groups is designed to follow a thematic, cross-curricular, topic based approach. Termly topics give scope for us to meet the statutory requirement of the national curriculum whilst engaging the children in a range of exciting and meaningful learning experiences. Topics are decided by the SLT, planned by 'phase teams' then class teachers personalise the planning and delivery to meet the needs of individual classes, children and SEND pupils. Subject Leaders monitor the coverage and progression of skills across all year groups.

Topics will encompass the teaching of most subjects, including English (reading, writing and speaking), history, geography, art, DT and Computing. Other subjects, including maths, science, RE, PE, MFL,

computing and dance will be linked to topic where appropriate but are also taught separately to ensure coverage of objectives.

We place an emphasis on the teaching, learning and progression of skills and knowledge within each subject area. The skills and knowledge to be learned and practised are noted on planning documents, alongside the objective for the lesson. Subject leaders devise, share and update ambitious 'Key Skills Lists' for each year group to ensure progression and coverage.

Spiritual, moral, social and cultural aspects of learning underpin all aspects of school life and the values of the school. Planning for SMSC is detailed in our SMSC policy. RE planning follows a varied, broad and balanced scheme designed by 'Plan Bee'. This runs on a two yearly cycle. Planning for RE is detailed in our RE policy. RSHE is planned using the Nottingham City suggested syllabus and adapted to meet the needs and priorities of our school.

**We have a commitment to ensuring our children are fully equipped for the next stage of education. Every September, SLT members complete a pupil voice interview with Y7 pupils in all Secondary schools welcoming Welbeck pupils to quality assure the teaching and learning of all subjects, and transition programmes to prepare children for further education.**

## Planning the Curriculum

We plan our curriculum on a rolling two year cycle – Cycle 1 and Cycle 2, reflecting the fact that we have mixed year-group classes. We plan in five phases:

### **1. Long Term Planning**

Each year, each class will produce a Long Term plan before the beginning of the year. This details the outline of teaching and learning over the course of the year, with detail for each subject in each term. Enrichment opportunities, including visits and experience days, and international links are also highlighted. Long term plans may be edited and updated in response to the requirements of the new cohorts and to local, national and global events.

### **2. Topic Web**

The topic web is the cross-curricular plan, planned by the phase team for the start of each half term, for the topic theme. This process begins with the name of the topic e.g. 'Space – Out of This World', and links skills, objectives and experiences to the theme through other subjects. **Reading and English** are at the heart of our curriculum, and so the class reader, writing and oracy opportunities and links to texts and film are listed at the centre. Cross-curricular links are then added under subject headings, including enrichment opportunities and experience events.

### **3. Outline Planning**

Each class teacher will produce an outline plan before the start of each half term, linking with the topic web. This gives more structured and strategic detail regarding the activities and the learning that the children will take part in and paces the learning across the half term. Key Vocabulary for each subject is clearly outlined. Termly planning may be reused in subsequent years where topics are matched, but are edited and updated in response to the requirements of the new cohorts and to local, national and global events.

### **4. Medium Term Planning**

Each class teacher will produce a medium term plan for English and Maths each term. This follows the activities planned on the topic web and links to the themes covered each week on the outline plan, wherever possible. The medium term plan lists national curriculum objectives to be covered, key vocabulary, teaching and learning activities, key questions and assessment opportunities.

## **5. Weekly Planning**

Each class teacher will produce a weekly plan for English and maths before the week begins. These detail daily learning objectives, ideas for whole class teaching and independent, paired and group activities. Differentiation, modelling, guided learning and support are made clear as well as key vocabulary to be covered.

## **Extra Curricular Opportunities**

We believe that a rich, varied and exciting programme of learning opportunities is crucial to children's experience and progress and that this is most beneficial when it extends to learning experiences beyond the classroom. All topics include enrichment experiences: educational visits, outdoor lessons, visitors and local providers. We also offer a range of extra-curricular clubs which take place at lunch times and after school throughout the week. These include a range of sports clubs, drama, art, gardening, choir, computing, and environment clubs. **As part of the school's offer to the pupils, we devised the '50 Things to do at Welbeck Primary School' in September 2018 to support and enhance the national curriculum. These experiences build character traits such as resilience and independence to develop lifelong learners.**

## **Displays**

We believe in celebrating the achievements of our pupils and having high expectations of pupils and their outcomes. Displays around school are carefully planned to share this expectation, offer an insight into the range of activities, skills and key vocabulary covered within a topic and celebrate outstanding outcomes. Written work on displays is written up in neatest handwriting as best copy work, backed and displayed in a creative way alongside outcomes from other subject areas. Displays are accompanied by a surface of resources, artefacts and topic books to engage children and encourage curiosity.

## **Foundation Stage**

Our EYFS curriculum aims to provide a broad, balanced, relevant and creative curriculum, promoting high standards of achievement in all areas. All planning in the Foundation Stage is based on the objectives set out in the EYFS framework and incorporates opportunities for playing and exploring, active learning and thinking critically. Communication and language is at the heart of our curriculum and is embedded throughout the 7 areas of learning. Through a balance of adult led and child initiated play our children explore and develop learning experiences which help them make sense of the world and develop skills for life-long learning. For further information please refer to our EYFS policy.

## **Special Needs**

We endeavour to provide high quality learning experiences ensuring progression for children with special needs and our curriculum is designed to provide access and opportunity for all children who attend our school. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within lessons and usual class organisation. Where we see fit to adapt the curriculum to meet the needs of the child, then decisions are made alongside parents and appropriate professional partners.

## Differentiation

It is our belief that every child should be able to succeed and achieve their potential. **For this reason, every child in school is identified as being 'Gifted and Talented' in at least one area and is listed on the 'Gifted and Talented' register.** Talents and skills are developed through specialist teachers and additional extra curricular activities planned and provided by school.

Differentiation is a key part of our planning process and children are supported to meet lesson objectives through a range of scaffolding and support techniques where required. Children of all learning abilities are challenged every lesson and pushed to use and apply their knowledge and understanding in scenarios that display a greater depth of understanding.

## Assessment Opportunities

All areas of our curriculum are regularly and rigorously assessed to inform subsequent lessons. For further details, please refer to the Assessment Policy.

## Impact

### Monitoring and Evaluation

#### **SLT Responsibilities:**

SLT have overall responsibility for planning to ensure high expectations and to share the vision and ethos of the school. At the start of each term, the SLT devises class timetables to ensure equal access for all. Phase leaders ensure that these timetables are implemented by class teachers. Planning is collected each half term and analysed by the SLT. Feedback is given to phase leaders who are responsible for feeding back to class teachers and monitoring that next steps have been implemented.

#### **Subject Leader Responsibilities:**

Subject leaders complete a programme of termly monitoring and evaluation. They are responsible for monitoring coverage and skills progression through work and planning scrutiny, learning walks, and displays. Subject leaders attend NST subject leader networks to up skill their knowledge and moderate learning across schools. They feedback to SLT and teachers after attending network meetings. Subject leaders also attend other specialist CPD events and are responsible for exploring new resources and sharing best practice with staff. Subject leaders take copies of the 'Gifted and Talented' register for each class and support teachers to ensure children who excel in their subject area have opportunities to develop their skills. Subject leaders also liaise with lead Governors on the progress of their curriculum area.

For further information, please refer to subject policies.

## Associated Documents

- Topic Cycle Overview (two year cycle)
- Long Term Planning document
- Medium Term Planning document (English/Maths)
- Topic Web document

- Outline Planning document
- Weekly Planning document (English/Maths)
- '50 Things to do at Welbeck' document

All subjects have their own policy which is updated annually.