



Curriculum Policy

WILLOW GROVE PRIMARY SCHOOL CURRICULUM POLICY

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school will be designed to meet the requirements of the National Curriculum and Early Years Foundation Stage. Where appropriate we go beyond those requirements enriching our children through extra-curricular activities, clubs and exciting school events.

Key aims for our curriculum

Through our school motto – ‘Be Creative. Be Authentic. Be Your Best.:

Be Creative – to access creative opportunities to learn and play.

Be Authentic – have the freedom and opportunity to be yourself and respond uniquely to learning opportunities.

Be Your Best – achieve the highest of standards both academically and personally through accessing high quality teaching and learning both inside and outside of the classroom and enhance personal development through the broadening of cultural capital.

Basic principles for our curriculum

Learning is a **change to long-term memory**.

- Our aims are to ensure that our pupils experience **a rich and wide breadth of study** and have, by the end of each key stage, embedded in to their long term memory the **knowledge, skills and the deeper cultural capital** needed for them to excel in the next stage of their education – to leave Willow Grove ‘**Secondary Ready**’
- To be future role models for the fundamental British Values so they can thrive in the 21st century – truly ‘**learning for life**’!

We will achieve these aims by facilitating the outcomes below, that children will:

- learn to be adaptable, know how to solve problems in a variety of situations, know how to work independently and as members of a team
- Have the opportunity to work creatively and produce a unique response to learning tasks
- be developing the ability to make reasoned judgements and choices, based on research, interpretation and evaluation of relevant information from a variety of sources
- be encouraged to be enthusiastic and eager to put their best into all activities
- begin acquiring a set of moral values, based on the school’s character strength values
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- be taught the importance of good manners
- expected to care for and take pride in their school
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- learn to be actively non-sexist and anti-racist
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- be introduced to the basics of computer science including the use of computers, computer coding and computer animations
- be developing an enquiring mind and scientific approach to problems, including research
- have an opportunity to solve problems using technological skills

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- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
- have some knowledge of the beliefs of the major world religions;
- be able to summarise and record key essentials of their learning so that it can be readily assessed at a later date
- be developing agility, physical co-ordination and confidence in and through sport and movement
- know how to apply the basic principles of health, hygiene and safety

In order to achieve the outcomes above Willow Grove Primary School will:

- cater for the needs of all children from all ethnic and social groups, including the most able and those who are experiencing learning difficulties or who may have a disability
- provide opportunities for children to work and play creatively and respond uniquely to tasks
- ensure that children learn through inspirational people and role models where they see their own cultures represented
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, curious, responsible, useful, thinking, confident and considerate members of the community
- create and maintain an exciting and stimulating learning environment
- ensure that each child's education is integrated across subjects and activities and has continuity and progression
- ensure that there is a match between the child and the tasks he/she is asked to perform
- provide a broad and balanced curriculum
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- treat children with respect and celebrate diversity

Organisation and Planning

Our curriculum is planned on a yearly basis. The content for each subject is carefully mapped out and it is clear what will be taught in each term, and to which groups of children. We review our long-term plans on a regular basis.

Medium term plans give clear guidance on the objectives, knowledge and skills that will be covered when teaching each subject per half term.

When teaching each subject, we use an interleaving approach. This means that individual topics in each subject are not taught in one block, in isolation. Children will return to prior learning throughout the year and will then build on their prior learning. Flexible timetabling will be used to best suit the subject / task.

Short term plans are those that the teachers write/amend on a weekly or daily basis. These set out the learning objectives, success criteria, and opportunities for Assessment for Learning, previous and next steps in learning, differentiation and focus children for each session.

The Foundation Stage

Willow Grove Primary School is part of Kingsbridge Educational Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09144847. The registered office is at Oakgrove School, Venturer Gate, Middleton, Milton Keynes, MK10 9JQ

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The curriculum that we teach in our Foundation classes meet the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Years Outcomes and the Early Learning Goals, developing children’s skills and experiences, as set out in these documents.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers to the children’s homes, feeder nurseries and through other professional liaison.

During the Foundation Stage, the class teachers and Teaching Assistants make continual observations to record the children’s progress. These assessments form an important part of the future curriculum, planning for each child and are available for staff, parents and carers and the Governing Body to see.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child’s progress through their observations in their digital learning journey, parent’s evenings. Stay and Share sessions and informal meetings.

Subject Leadership:

Each subject has a subject leader and/or an SLT Link Leader

The role of the subject leader

The role of the subject leader is to:

- play a leading role in preparing and reviewing policy for the teaching of their subject
- plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- monitor and evaluate the implementation of policy and planning;
- regularly and systematically provide guidance to colleagues on content, methodology and resources;
- oversee the assessment and recording of pupils’ progress.

(Appendix 1)

Current Subject Leadership:

Lisa Kennedy	Sian Kidby	Hayley Sharpe	Amy Wigggett
SLT Link for English, Science, PSHCE, History and Geography Lead for Maths, Art, Music, DT	English Lead / PSHCE / Character Strengths Lead / Science Lead SLT Link for PE / Computing / RE	EYFS Lead Phonics Lead History Lead Geography Lead RE Lead	PE Lead Handwriting and Spelling Lead Computing Lead Maths Lead

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Monitoring and review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each faculty area in its annual cycle of review and development, as well as reviewing the whole curriculum through assigned year group Governors.

The class teacher is responsible for the day to day organisation of the curriculum.

Related policies

This policy should be read with reference to the following related policies:

- Assessment
- Homework
- Health and Safety
- Equal Opportunities
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Our Curriculum Intent Statement sets out in further detail how our curriculum has been designed and how it is implemented (see Appendix 2).

This policy will be reviewed every 3 years or revised in the light of any new legislation.

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(Appendix 1) Role of Subject Leaders

To provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

A subject leader provides leadership and direction for the subject and ensures that it is managed and organised to meet the aims and objectives of the school and the subject.

While the headteacher, senior leaders and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice.

Throughout their work, a subject leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in school.

A subject leader plays a key role in supporting, guiding and motivating teachers and other adults in the subject. Subject leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject. The subject leader is involved in monitoring to provide the range of information for evaluation including direct classroom observations of teaching and learning.

A subject leader identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

The subject leaders;

- play a leading role in preparing and reviewing policy for the teaching of their subject;
- plan and organise the curriculum for their subject throughout the school, establishing how good standards, continuity and progression can be achieved and sustained;
- monitor and evaluate the implementation of policy and planning;
- regularly and systematically provide guidance to colleagues on content, methodology and resources;
- oversee the assessment and recording of pupils' progress.

Monitoring and evaluation activities will identify the areas the subject leader needs to address to develop and improve. Subject Leaders liaise with governors in accordance with the process.

Subject targets are more effective when they:

- Focus on the quality of teaching and learning
- Focus on attainment
- Focus on issues that have been identified through professional judgement
- Use evidence from monitoring, evaluation and data analysis

Impact plans should:

- Be responsive, working documents
- Be annual with vision for future years (3 year vision)
- Provide direction
- Promote effective teaching and learning
- Be targeted to raise attainment

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- Raise the profile of the subject within the school
- Identify training needs

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(Appendix 2) Curriculum Intent Statement

Our key aims

Through our school motto – ‘Be Creative. Be Authentic. Be Your Best.:

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- Be Your Best – achieve the highest of standards both academically and personally through accessing high quality teaching and learning both inside and outside of the classroom and enhance personal development through the broadening of cultural capital.

Basic principles

Learning is a **change to long-term memory**.

Our aims are to ensure that our pupils experience **a rich and wide breadth of study** and have, by the end of each key stage, **embedded in to their long term memory the knowledge, skills and deeper cultural capital** needed for them to:

- Excel in the next stage of their education – to leave Willow Grove ‘**Secondary Ready**’
- To be future role models for the fundamental British Values so they can thrive in the 21st century – truly ‘**learning for life**’!

Our curriculum

The curriculum at Willow Grove Primary School is designed to incorporate creativity and develop high academic standards for all pupils regardless of barriers or background. It is sequenced to ensure it is coherent and planned to be ambitious for all of our pupils. Teachers and leaders across the school ensure an inspiring, creative and broad education that meets the needs of all of our children. The curriculum provides opportunities for children to respond to our high expectations and to reach their full potential and they are encouraged to be individuals. Each child’s well-being is valued and strengths of character / values are developed as a core aspect of our work.

Teachers at Willow Grove have worked alongside senior leaders to develop a well-planned curriculum. The context of our school has been carefully considered and Equity, Diversity and Inclusion have been specifically planned for throughout (for example in the role models and resources chosen). Outdoor learning, under the supervision of a qualified Forest School Instructor, is planned to form a core part of the curriculum, supporting a range of subjects such as Geography and Science. All staff at Willow Grove have high expectations of all pupils and the ambitious intent of the curriculum is believed in and delivered consistently.

When teaching lessons, all teachers ensure that the objectives of the long term plan are covered to a high standard and that any adaptations to the curriculum (for example to take account of children’s interests, to improve outcomes or to make the topic more motivating for particular groups of pupils) are well thought out, discussed with subject leaders and do not result in any gaps in learning, repetition or learning that does not support the planned sequence. All lessons, regardless of subject, are evaluated thoroughly and improvements are made for future learning with impact on pupil outcomes.

Educational visits, guest speakers, workshops and assemblies are woven into school life and again are carefully planned across the academic year to support the delivery of the curriculum. Close links will be made with receiving high schools to ensure that our curriculum fully prepares pupils for their next step in education.

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The impact of our curriculum is measured by the progress children make and their outcomes, both data outcomes and social and emotional development. This is not solely assessed using academic data as an indicator of learning; as a school we value the progress that children make in terms of 'cultural capital'. We believe that giving our children the breadth of knowledge and skills to move successfully into each key stage within our school (and ultimately into adulthood) is a valuable indicator of a successful primary curriculum. This aspect of learning within the curriculum is fundamental to all of our pupils but especially when supporting disadvantaged pupils and those with SEND.

We acknowledge and value the subject knowledge and expertise of our staff, not only in planning a coherent curriculum, but in monitoring the delivery of their subject area throughout the school. Class Teachers and Learning Support Assistants ensure that skills learnt are re-visited and applied in a variety of settings to embed a 'learning to learn' culture.

Monitoring activities include learning walks, pupil progress meetings and planning and work scrutiny to ensure that the skills and knowledge of each year group builds year-on-year. In addition, SLT and the wider staff supplement their monitoring with 'pupil voice' that assesses children's knowledge and understanding. These strategies coincide with research findings on curriculum impact, which hinges not only on careful planning, but in the monitoring and support of delivery.

Training in pedagogical skill and subject knowledge for all staff is planned in accordance with the strategic overview of the Senior Leadership Team. Its effectiveness is measured through Performance Management and the monitoring activities of SLT.

An evidence-informed school

Willow Grove Primary School proudly considers itself as an evidence-informed school, dedicated to using cognitive science techniques, specifically retrieval practice, spaced learning, interleaving and cognitive load theory, to enhance teaching and learning. Acknowledging the robust foundation of these methodologies, we strategically incorporate them into our educational practices in all subjects. Retrieval practice, emphasising the active recall of information, is systematically embedded in lesson planning, promoting long-term retention and reinforcing learning. Simultaneously, cognitive load theory guides our instructional design, ensuring that the cognitive demands on pupils align with their cognitive capacity, leading to more effective learning. Through these evidence-based approaches, Willow Grove Primary School aims to develop a dynamic and enriching educational environment that optimises the learning experience for all our pupils. Staff keep up to date with new research and regularly review practices in line with the latest evidence, adapting practice where needed.

The Great Teaching Toolkit, Chartered College of Teaching and evidence from the Education Endowment Foundation are used to underpin curriculum choices and CPD.