

Weeth Primary School Curriculum and Planning Policy

The Curriculum at Weeth Primary School encompasses all core and foundation subjects and enables us to provide a high standard of teaching and learning.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach. Topics are chosen to cover all aspects of the curriculum enabling us to deliver a broad and balanced education that will equip our children with the skills required to be independent learners and responsible citizens.

Our curriculum aims to develop caring and responsible citizens who:

- _ use, apply and reinforce the essential learning skills in literacy, numeracy, science and ICT (Information Communication and Technology)
- _ are secure in their values and beliefs
- _ respect others
- _ have an awareness of their place within the International community
- _ have a sense of worth, purpose and personal identity
- _ make informed choices
- _ can positively manage conflict
- _ have enquiring and inquisitive minds
- _ can communicate effectively with different people
- _ are able to effectively learn independently and with others
- _ are creative, adventurous and resourceful
- _ develop problem solving skills and can apply these skills in different contexts
- _ use, apply and transfer basic skills across learning
- _ can relate to others and form good relationships
- _ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices
- _ meet age related expectations (aiming for greater depth) and make at least good progress in reading, writing and maths.

We aim to deliver this through:

- _ Developing a sense of community and belonging
- _ Contributing to our local community.
- _ Making links with schools nationally and internationally
- _ Equipping children with skills for life, through practical work and developing basic skills
- _ Encouraging an attitude of high aspirations for their future
- _ Making learning meaningful, by putting it into context.
- _ Listening to pupil voice and involving pupils in planning and decision making.
- _ Involving parents in learning sessions, class assemblies and supporting home learning
- _ Bringing learning to life through visits, visitors and theme days, such as 'Around the World Days'.
- _ Ensuring progression by building on what pupils already know through the use of assessment for learning techniques and 'Knowledge Harvests' in topic work.

- _ Working with members of the local and international community.
- _ Ensure a full coverage of all the foundation and core subjects are covered according to the National Curriculum.

Planning

The Early Learning Goals and National Curriculum objectives are incorporated into our planning.

An overview of the topics covered within Years Reception-Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

Each topic within Key Stage1 and Key Stage 2 starts with a 'Knowledge Harvest' to assess pupils existing knowledge and inform planning for the theme.

There are three parts to our planning:

Long term planning; this is an overview of the topic areas covered in each year group. (KS1, Yr3/4 and Yr5/6) Also included within this document is a breakdown of the Religious Education, Personal Social Health Education (PSHE), ICT and Physical Education units to be taught.

Medium Term Planning: these show specific objectives to be taught and planned outcomes within each area of the curriculum and the links between them. For subjects except English and maths this is the basis for teaching.

Weekly Planning: These break down the objectives into weekly achievable targets and activities for English, maths and all other subjects .

Pupils are part of the planning process at the medium term planning stage.

Monitoring and Evaluation and assessment

The Senior Leadership Team (SLT) monitors the progression, continuity and effectiveness of the curriculum together with the governing body. Staff hold leadership responsibility for subject areas and work with the curriculum coordinator to focus development. In turn this contributes to the curriculum aspects of the School Development Plan.

Pupils are assessed at the start and end of every topic through the 'Knowledge Harvest' and end of unit review. Progress is measured using teacher assessment against the learning intentions with evidence provided in the pupils' books and notes made on the teachers planning. Assessment for learning forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic.

In addition pupils' progress in writing, reading and maths is assessed half termly and recorded on our tracking system.

We use a range of assessment procedures and programmes, including Key Performance Indicators for writing, formal assessments for maths, reading and SPaG (Spelling, Punctuation and grammar). These take place termly.

Science is assessed at the end of each unit of work and then termly we complete our tracking system to ensure breadth of coverage and progression from year to year.

Our assessment programme plays a crucial role in helping us help pupils learn and achieve as high an attainment level as possible.

Related Policies

- Inclusion (Special Educational Needs)
- Foundation stage
- English as an Additional Language
- English
- Maths
- Assessment
- RE
- Sex and Relationships Education
- PE

Policy Monitoring, Evaluation and Review

This policy will be monitored by the SLT and the Governors Education, Achievement, Pupil Welfare and Ethos_committee will evaluate the policy.
It will be reviewed every 3 years or sooner if necessary.

Written by – N Furnish (Headteacher)

Reviewed by – C Sargent (Deputy Headteacher)

Adopted: May 2013

Reviewed: June 2015, July 2016 and November 2017

Next review: March 2020.