



Whitefield Primary School

Whitefield Primary Curriculum Policy

OUR Mission statement

‘At Whitefield, we help our school community be the best it can be, striving for academic excellence within our safe, happy and positive environment. We enable self- belief, care and respect for all; learning together to be proud of every achievement reached.’

Core Values

Aim high

Be responsible

Care and respect

PURPOSE

The curriculum is the total of all learning experiences that Whitefield Primary School provides for the children in its care. All children are entitled to a curriculum that provides opportunities for them to achieve and learn. We aim to develop a curriculum that is broad, balanced and based on the development and application of skills and one that has cross curricular links to ensure that pupils’ learning is meaningful; providing a curriculum that gives opportunities for them to build upon strengths, interests and experiences and develop confidence in their ability to learn independently and collaboratively.

The National Curriculum

We provide a curriculum which meets the requirements of The National Curriculum in England and the Lancashire agreed syllabus for RE which promotes the spiritual, moral, cultural, mental and physical development of pupils in school and society as well as providing an extensive range of learning experiences beyond the statutory requirements.

Our curriculum embraces SMRC, excellence & enjoyment, being healthy, staying safe, environmental sustainability and economic well being.

Every child will study at an appropriate and challenging level and pace which is matched to their ability.

* **In Foundation Stage** the curriculum is based on ‘Development Matters’. Learning covers 7 areas;

* 3 prime areas – Personal Social Emotional Development, Physical Development, Communication and Language.

* 4 specific areas – Literacy, Mathematics, Understanding the World and Expressive arts and Design.

Teachers plan using age related outcomes and regularly assess progress against expectations. These areas of learning and development are not taught in isolation as they are equally important and depend on each other to support a rounded approach to child development. All of these areas

are delivered through planned, purposeful play with a balance of adult- led, adult initiated and child- initiated activities.

We value outdoor learning and children have opportunities for outdoor learning everyday. We operate a 'free flow' environment where pupils learn through continuous provision in a wide range of learning opportunities.

In Key stage 1 & 2 We follow The National Curriculum in England programmes of study and subject content as set down by the Department of Education. The curriculum is organised on the basis of the following areas of study:

- English
- Mathematics
- Science
- Religious Education
- History
- Geography
- Computing
- Physical Education
- Foreign Languages (KS2)
- Music
- Art & design
- Design and technology
- PSHE

The National Curriculum in England 2014 provides an outline of core knowledge, aims, and programmes of study for each subject. The subject content is divided up across key stages to ensure statutory coverage so that these can be linked together and delivered through a themed topic which provides a context for learning. To plan for learning, we introduce the disciplines of each subject. This is the programme of study.

We use Lancashire curriculum support materials which identify the key learning within each national curriculum subject area to ensure effective progression across the primary phase resulting in a broad and balanced curriculum. It provides yearlong progression in which key learning is mapped within and across themes. The detailed themed units comprise of main subjects, additional subjects and ongoing subjects for each half term across the year. Each theme contains the key learning addressed within the unit and ideas for how this can be delivered in a creative and engaging way, facilitating exciting and relevant learning across the curriculum. It reflects the principles underpinning an effective curriculum that is relevant and purposeful for the 21st Century.

Creative Curriculum

We aim to personalise the curriculum to meet the needs of our pupils, parents, our vision and location. Contexts for learning create meaningful links between subjects, in an area which excites and engages children with their learning. Purposefully chosen topics provide children with 'real life experiences', including what the children want to know; giving them deeper insight and greater engagement in their work. We strive to construct a bespoke curriculum to meet the needs of Whitefield children and take account of the distinctiveness of our school.

Assessment for Learning

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The programmes of study contain the attainment targets.

Children's work is continually assessed against attainment targets, these are shared with the children who evaluate their own learning in relation to success criteria.

Inclusion

We aim to provide an appropriately differentiated curriculum that responds to the diverse learning needs for all pupils including those with special needs or who are gifted, able and talented.

Monitoring/ Subject Leaders

The role of the subject leader is to:

- * provide a strategic direction for the subject;
- * offer advice and support colleagues on issues related to the subject;
- * monitor progress in their subject area;
- * provide efficient resource management for the subject;
- * keep up to date with developments in their subject;
- * review standards and plan for improvement
- * keep a portfolio of children's work to show achievements and give examples of expectations of attainment.

Core and all foundation subject leaders receive non- contact time throughout the year to carry out duties.

Whitefield believes that teaching and learning is the process of co operative team work and welcome and encourage the involvement of parent's and others in the community.

Whitefield's Distinctive Curriculum

Whitefield recognises that children need to develop skills and have experiences beyond the statutory National Curriculum. Skills which promote pupil's development, improves self- esteem and prepares them for opportunities, responsibilities and experiences of life.

Our school community contributed to this curriculum development. Pupils, parents, staff and governors contributed to the 'missing areas' from the National Curriculum and as to which year group these extra skills and experiences should be delivered.

These extra skills are placed alongside National Curriculum requirements and form Whitefield's Curriculum.

We also offer a wide variety of extra curricular sporting, musical, arts and creative activities to further develop children's interests, talents, skills and experiences.

Agreed by Head teacher, staff and governors

Signed..... June 2015 (Headteacher)

Signed..... June 2015 (Chair of Governors)

To be reviewed