



Webheath Academy Primary School

Curriculum Policy 2020

04 May 2020

Other policies linked to this policy :

- 1 : [Geography Policy 2020-21](#)
- 2 : [PE Policy 2020-21](#)
- 3 : [Safeguarding Policy 2020-2021](#)

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Approved : Fraser Parkinson

Team Reviewed : Full Governors

Contents

1. Curriculum aims	1
2. Legislation and guidance	1
3. Roles and responsibilities	1
4. Organisation and planning	2
5. Inclusion	4
6. Monitoring arrangements	4
7. Links with other policies	5

1. Curriculum aims

Our curriculum aims/intends to:

Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Our Phase Leaders have a responsibility to ensure the curriculum for their Phase is robust and have the responsibility for Core subjects.

All teachers beyond NQT have a wider expectation to manage a curriculum area but the responsibility lies with the Headteacher and Governors of the school.

4. Organisation and planning

- Our curriculum follows a thematic approach with an emphasis on creativity and drama to excite and enthuse our pupils. We follow a 'Mastery approach' with a focus on working at age related expectations and offering a wider curriculum experience rather than racing 'higher'.

CURRICULUM INTENT

'Learning to Learn'

The school aims to serve its community by providing an education of the highest quality that is built upon the needs of the individuals in its care. We wish to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow. We aim to ensure all children who leave Webheath have achieved to the best of their ability whilst they are with us.

At Webheath Academy Primary School the curriculum is designed to:

- recognise children's prior learning,
- provide a range of learning experiences,
- allow the children to develop interpersonal skills,
- build resilience and
- become creative, critical thinkers.

We aim to build resilience and encourage a positive mindset amongst our children as it is often through mistakes, we learn the most. We are passionate about ensuring our children learn new concepts and skills to a much greater depth and ensure solid foundations are in place to ensure our pupils are secondary ready.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community and look to the world and community beyond our school gates for comparisons. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school.

We aim to use imagination and drama as a vehicle to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. A variety of teaching styles are used in school, based on good practice and teachers continually reflect on their teaching. We are always seeking to innovate where appropriate, to maintain high standards and provide the best in primary school practice.

We use our Webheath Values (Responsibility, Listeners, Respect, Kindness, Learners, Honesty) to promote positive attitudes to learning which reflect the values and skills needed to promote ownership for learning and future success.

CURRICULUM OFFER

Our curriculum is focused on the development of children's knowledge and skills across all primary subjects with the aim of ensuring pupils are ready for the next stage of their learning. Our families are key partners in developing their children's knowledge and we are grateful to all our families who support their child's learning. We are a reflective school and continually strive to improve our teaching and learning in light of the latest research.

In their first year in school our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. Pupils learn to share, work independently and play with others. These foundations ensure our children are ready for the progress required into the other primary phases.

All children from Year 1 to 6 follow the 2014 National Curriculum which covers English, Mathematics, Science, Computing, History, Geography, Music, Physical Education (PE), Design Technology, Art and Design. In addition to the National Curriculum we teach Personal, Social, Health, Education (PSHE), Religious Education (RE) and French at Webheath.

The teachers plan using Chris Quigley's Essentials curriculum as a basis to ensure breadth and progress.

Chris Quigley Essentials Curriculum "includes all National Curriculum subjects and exceeds the requirements of the National Curriculum.

Its clear, simple layout splits each subject into four sections:

- Essential Characteristics
- Breadth of Study
- Threshold Concepts
- Progress Milestones."

<https://www.chrisquigley.co.uk/product/essentials-full-spectrum-curriculum/>

This basis is then used to plan units and sequences of learning developed to engage and excite the pupils in our care.

We are developing a drama-

led approach, which follows a thematic approach whilst exiting the pupils and allowing greater engagement. The cross curricular themes allow the children to make explicit links between subjects and use their skills and knowledge in different context allowing a greater depth of learning.

At Webheath we are passionate about ensuring all children become confident and enthusiastic readers and writers. We believe that phonics provides the foundations of learning to make the development into fluent reading and writing easier. Through phonics children learn to segment words to support their spelling ability and blend sounds to read words. The teaching of phonics is of high priority. We follow the Department for Education (DfE) approved document 'Letters and sounds'. This progresses through the school so that by Year 6 children are meeting the required standards and are enjoying reading.

Here at Webheath we follow a Mastery approach towards Mathematics and were part of the Maths Mastery teacher group funded by the DfE. For understanding in Maths to be secure, learning needs to be built on solid foundations. A mastery approach to the curriculum means pupils spend far longer on fewer key mathematical concepts whilst working at greater depth. A parent guide for parents from Pearson's is available as a pdf download.

We believe our curriculum prepares our children well for their secondary education and has inspired them to find out more about the world around them. We aim to provide our children with the cultural capital they need to succeed in life.

See also our curriculum policies and wider curriculum policies

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- school visits,
- meetings with the school council,
- Headteacher reports
- Monitoring visits for Governors and external specialists etc.

All schools continue with:

Curriculum leaders] monitor the way their subject is taught throughout the school by:

- Staff meetings, training, visits from external visitors, training, planning scrutinies, learning walks, book scrutinies, pupil voice and informal discussions.

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by *the Headteacher*. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
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Staff Name	Last Open	Signature Date
Alison Preece	Not Yet	Not Yet
Amanda King	06-10-2020	06-10-2020
Andrew Pitt	05-10-2020	05-10-2020
Angela Skidmore	07-09-2020	07-09-2020
Bev Dean	07-09-2020	07-09-2020
Cassie Biddle	Not Yet	Not Yet
Charlotte Randle	Not Yet	Not Yet
Charlotte Robinson	Not Yet	Not Yet
Debra Foster	Not Yet	Not Yet
Debra Haywood	29-09-2020	29-09-2020
Emily Atkinson	21-09-2020	21-09-2020
Emma Clifton	Not Yet	Not Yet
Emma Greaves	15-09-2020	15-09-2020
Fraser Parkinson	Not Yet	Not Yet
Hannah Lant	23-09-2020	23-09-2020
Harriet Mayne	11-09-2020	05-10-2020
Hollie Heffernan	Not Yet	Not Yet
Jack Berbezier	07-09-2020	07-09-2020
Janine Burton	Not Yet	Not Yet
Jayne Woodward	07-09-2020	07-09-2020
Jo Rhodes	Not Yet	Not Yet
Joanne Archer	05-10-2020	05-10-2020
Joanne Remes	05-10-2020	05-10-2020
John Cox	26-09-2020	26-09-2020
Karen Allen	30-09-2020	30-09-2020
Karen Gould	Not Yet	Not Yet
Karen Osborne	Not Yet	Not Yet
Karen Smart	24-09-2020	24-09-2020
Kate Baylis	09-09-2020	09-09-2020
Kate Cuvelot	05-10-2020	Not Yet
Kate Gibbs	07-09-2020	07-09-2020
Katie Evans	Not Yet	Not Yet
Kirsty Anthony	Not Yet	Not Yet
Laura Emmerson	30-09-2020	30-09-2020
Leesa Corden	16-10-2020	16-10-2020
Lisa Battey	08-09-2020	08-09-2020
Lorraine Pitt	07-09-2020	07-09-2020
Lucie Wheatcroft	07-09-2020	07-09-2020
Mary Haines	07-09-2020	07-09-2020
Megan Funning	07-09-2020	07-09-2020
Mel Hopkins	Not Yet	Not Yet

Richard Showell	07-09-2020	07-09-2020
Robin Lunn	Not Yet	Not Yet
Rosalind Wolfe	21-09-2020	21-09-2020
Sallie Clifton	08-09-2020	08-09-2020
Sam Bates	Not Yet	Not Yet
Sam Salisbury	07-09-2020	07-09-2020
Samuel Cornick	Not Yet	Not Yet
Sandra Davies	21-09-2020	21-09-2020
Sandra Thornevell	10-09-2020	10-09-2020
Sarah Czyrko	01-10-2020	01-10-2020
Sarah Giles	Not Yet	Not Yet
Sarah Hawkes	10-09-2020	10-09-2020
Sarah Newburn	Not Yet	Not Yet
Siobhan Deeny	Not Yet	Not Yet
Steve Downs	22-09-2020	Not Yet
Support	07-09-2020	07-09-2020
Tanya Howarth	07-09-2020	07-09-2020
Tatjana Dulic-Smit	Not Yet	Not Yet
Tracey Bickford	Not Yet	Not Yet
Victoria Bowling	08-09-2020	08-09-2020
Zoe Pettit	07-09-2020	07-09-2020