The Federated Schools of Wood Street Infant School & Worplesdon Primary School

Curriculum Policy

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Curriculum Policy

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Curriculum Policy

1. Philosophy

At Wood Street Infant School & Nursery and Worplesdon Primary School, we give pupils opportunities to develop the skills needed to become well-rounded, articulate, independent and confident members of a constantly evolving society, valuing themselves and others and feeling inspired by the world around them. At our federation of schools, our curriculum is centred around the needs of our pupils, with the following four drivers at the core of our delivery of the National Curriculum (2014)

- building resilience
- inspiring curiosity
- promoting teamwork and independence
- instilling empathy.

2. Aims

- 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 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 children at every stage so they are ready for the next key stage

3. Objectives

- To use the Quigley Essential tools as a basis of our long and medium term plans
- To design a meaningful and purposeful curriculum which is underpinned by our four school drivers
- To ensure the curriculum provides pupils many opportunities to repeat curriculum objectives, giving them the best opportunity to master the curriculum
- To provide regular training for staff so that the curriculum is regularly reviewed and adapted to meet the needs of pupils.

4. Provision

Our curriculum is categorised in two ways:

4.1 Breadth:

Allows pupils in Key Stage 1 and Key Stage 2 to study the following foundation subjects alongside the core subjects, English, Maths and Science: History, Geography, Religious Education, Personal, Social and Health Education, Design and Technology, Art and Design, Computing, Physical Education, Modern Languages and Music.

In the Early Years, the curriculum is focussed around 7 areas: Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. These elements develop the skills necessary to access the National Curriculum. Further information regarding this can be found in the Early Years Policy.

4.2 Depth

Increasingly allows pupils to make decisions for themselves, enabling them to become independent learners. Whilst coverage is our goal for the 'breadth' elements, repetition and increasing understanding is our goal for the 'depth' elements. Our curriculum 'drivers' shape our teaching across the school so that every opportunity is taken to relate learning to the needs of our pupils. Continuous study of National Curriculum subjects once pupils enter Year 1, enables them to gain a growing developmental understanding of the matters, skills and processes in our curriculum.

5. Progression & assessment

5.1 Progression

Our curriculum is organised into three milestones. Each milestone has a set of indicators that are also repeated through three cognitive domains: Basic, Advancing and Deep. It is expected that the vast majority of pupils will have an advancing understanding by the end of a milestone, and that some will have a deep understanding.

5.2 Assessment and Reporting

We assess pupils' depth of understanding continually throughout the year, with formal checkpoints at the end of each term. These are used as a forecast as to whether pupils are on track to meet our curriculum expectations for the end of a milestone. Parents are informed about their child's attainment in core subjects termly (through parents evenings) and foundation subjects at the end of each academic year.

6. Monitoring, evaluation & improvement

The role of the curriculum leader in monitoring pupil outcomes is to audit subject leaders' judgements and summaries, gathered from class teachers. This is done through meetings with subject leaders, where it is expected that they should examine, alongside the curriculum leader, the strengths and limitations in provision to diagnose why outcomes are as they are. The curriculum leader then works with the subject leader to create action plans accordingly to improve achievement. The curriculum leader is also responsible for the review of curriculum design, ensuring that it meets the needs of pupils through the school's 'drivers'.

7. Overview of individual subject areas

7.1 English

Purpose and aims

- To develop pupils' confidence in themselves as skilled communicators, to make relevant contributions and learn how to listen attentively to others.
- To enable pupils to adapt their speech to a widening range of circumstances and demands.
- To use drama to help pupils express themselves creatively, imaginatively and to communicate with others effectively.
- To develop pupils' interest and pleasure in reading, so that they can read independently, understand meaning and express preferences about their reading.
- To ensure that pupils read with fluency, accuracy and understanding across a range of texts, both fiction and non-fiction.
- For pupils to enjoy writing and to see the value of it.
- To enable pupils to become independent writers of texts, which are accurately spelled, punctuated correctly and which communicate meaning in narrative and non-narrative forms.
- To develop pupils' understanding that writing is essential to thinking and learning across all curriculum areas.
- To enable pupils to develop a legible cursive handwriting style, used with increasing accuracy and speed.

Provision

Breadth – Children to be able to access a range of fiction and non-fiction books for reading using a range of strategies. In writing, the children analyse and write in a wide variety of styles and for different purposes. Spoken language is developed across the whole curriculum to enhance all areas of learning.
Depth – A range of experiences are planned to enhance the children's spoken language, reading and writing skills in all year groups. Opportunities are taken to develop children's literacy skills across the thematic curriculum and ensure that standards in literacy are used in all learning opportunities. Basic skills play a key role in the development of the children's literacy skills and these are planned for to ensure that children become confident communicators, readers and writers

7.2 Mathematics

Purpose and aims

- To equip children with the mathematical understanding and numerical skills which will be a tool not only for later study but also to experience and appreciate the usefulness of mathematics in everyday life and the real world.

- To develop fluency skills and knowledge accompanied by the quick recall of basic facts and develop mental strategies as well as pencil and paper methods
- To develop reasoning and mastery skills, allowing opportunities for children explore mathematically and show an understanding of the language of mathematics.
- To develop resilience in Maths and be able to use and apply fluency skills in context confidently, therefore enabling them to make good and better progress when confronted with new challenges.

Provision

Breadth – give pupils experience of the nine strands
Depth – which helps pupils to think and act like mathematicians. Curriculum drivers shape our mathematical teaching so that every opportunity is taken to relate mathematics to the needs of our pupils. Children will be given this opportunity by; practical activities (use of concrete apparatus/pictorial representations); problem solving; mathematical investigations; individual, group and whole-class discussions and activities; use of digital technologies (computers, interactive white board and laptops); learning through mathematical games; consolidation and practice of fundamental skills and routines; rich tasks which allow opportunities to reason; develop mastery skills
At Wood Street Infant School and Worplesdon Primary School, Mathematics will be studied daily during discreet lessons, cross curricular opportunities and through continuous provision, such as telling the time throughout the school day and the use of weights and measures and graph work in Science and ratios in DT.

7.3 Science

Purpose and aims

- Place 'working scientifically' (enquiry) skills at the heart of our science teaching, specifically teaching the skills needed to: observe, predict/hypothesise, question, measure, identify and classify, investigate, interpret data, infer, communicate findings and draw conclusions.
- Enable children to explore science through practical, 'hands on' learning.
- Encourage children to question, to be curious and to find things out for themselves through research and investigation.
- Include the outdoor environment as an integral part of our curriculum.
- Support children to appreciate the role science plays in the wider world and their lives beyond the classroom.
- Use digital technologies to enhance and develop enquiry skills.

Provision

Breadth – In KS1 and KS2, we provide coverage of the statutory programme of study (2014) which includes: Biology, Chemistry & Physics. Wherever possible, Science at Wood Street Infant School and Worplesdon Primary School is incorporated within a creative curriculum.
Depth – Each year group within a milestone has contributed to a planning overview which ensures that all the objectives within the Science curriculum are slotted into the creative curriculum themes and receive coverage. 'Working scientifically' skills drive the curriculum and are deepened in each milestone to provide greater depth. Mini-projects are used to increase coverage and provide rich cross curricular links.

7.4 Computing

Purpose and aims

• To develop problem solving, logical thinking and reasoning skills in computer science.
• To ensure pupils are responsible, competent, confident and creative users of information and communication technology.
• To provide opportunities to collaborate with others through the use of Computing.
• To enhance the overall learning of pupils across all areas of the National Curriculum.
Provision
Breadth – In KS1 and 2, we provide opportunities which give the children the experiences to think and act like computer programmers and to develop their confidence when using digital technology.
Depth – At Wood Street Infant School and Worplesdon Primary School, pupils are taught a range of computing units across a year. They complete units that focus on coding, communication, digital literacy and the use of media. The children's communication skills in particular continue to be applied and embedded in other subject areas as well as their ability to use the online world as a tool for research. Each unit is built upon across each milestone and is enhanced to ensure that they have a wide coverage of the programmes used across the school. The use of Scratch and Microsoft Office software ensures development and a continual progression in depth of digital literacy throughout Key Stage 1 and 2.

7.5 Art

Purpose and aims

- Enable children to be creative and to develop their own thinking.
- Give the children the opportunity to respond to a variety of stimuli and starting points, develop ideas and express their own creativity through a wide range of skills, techniques and processes including digital technologies.
- Develop the children's understanding of key skills and visual elements vocabulary: colour, form, texture, pattern, line, tone and space.
- Teach the children how to prepare equipment and resources for their lessons, involving them in this process and making them responsible for their own learning.
- Give the children opportunities to analyse the work of artists, craftspeople and designers, as well as applying these techniques to their own work.
- Encourage connections between art and other areas of the curriculum.

Provision

Breadth – Art and Design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design in both two and three dimensions. They should become proficient in using drawing, painting, sculpture and other forms of expression.
Depth – Art in KS1 is characterised by open ended exploration of materials. In KS2 the emphasis shifts to technical skills and 'mastery'. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

7.6 Design Technology

Purpose and aims

- Develop children's design and making skills, encouraging creativity and innovation.
- Develop confidence in using a range of tools, materials and components safely.
- Encourage children to develop a knowledge and understanding of technological processes, products and their manufacture, and their contribution to our society.

Provision

Breadth – design technology at Wood Street Infant School and Worplesdon Primary School prepares pupils to participate in tomorrow's rapidly changing technologies. They learn to think creatively to improve quality of life. The subject calls for pupils to become creative problem solvers. They reflect on, learn from and evaluate present and past design technology, its uses and effects. Through DT all pupils can develop innovation and become informed users of products.
Depth – Throughout the school children learn skills by studying units related to our Topics. These may include: food, materials, construction, textiles, electronics and mechanics. These skills are reinforced by cross-curricular links such as weighing in maths, circuits in science and sewing in art.

7.7. History

Purpose and aims

- To develop children's understanding of chronology
- To encourage and foster an interest in the past, using it as a tool through which to make informed choices in their future
- To introduce children to what is involved in understanding and interpreting the past
- To show children how to distinguish between facts, evidence and artefacts
- To recognise how events in history might have caused, influenced and affected one another
- To foster the enjoyment and appreciation of the richness of the past.

Breadth – History at Wood Street Infant School and Worplesdon Primary School will give pupils experiences of a range of historical periods and figures.
Depth – Through history, children will be given opportunities to think and act like historians. In the first year of a milestone, all children will cover historical objectives and skills at a basic level through carefully planned thematic sessions. In the second year of a milestone, these objectives are developed in order to ensure a greater depth of understanding. As well as this, the children will be given opportunities to showcase their historical skills including devising historically valid questions.

7.8 Geography

Purpose and aims

Enable pupils to gain:

- Knowledge of where places are and what they are like.
- An understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a sense of curiosity to find out about the world and the people who live there.
- An ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Provision

Breadth – to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Depth – through which pupils have the opportunity to deepen their geographical knowledge through repetition of the milestones, over a two year period. During the first year of a milestone, children will develop their basic skills. In the second year, they will revisit these, enabling pupils to develop a greater depth of understanding. Over the two year cycle, pupils document their knowledge, skills and understanding using the same books. This clearly illustrates progression over the cycle.

7.9 Learning for Life (PSHCE)

Purpose and aims

- To develop the skills needed to become well-rounded, independent and confident members of a constantly evolving democratic society, allowing them to explore social, moral, spiritual and cultural aspects throughout.
- Understand democracy.
- Be aware of healthy lifestyles.
- Be aware of financial responsibilities.
- Being independent and interdependent, seeing their place in society.
- Being safe in a range of situations.
- To understand the different relationships they have with others.
- To develop a strong awareness of personal boundaries and to make assertive decisions.

Provision

Breadth – Children will be provided with a range of opportunities to explore personal, social, health and emotional aspects of development. Specific aspects covered are pertinent to children in this school. These lessons will be taught on a weekly basis and will involve a variety of practical activities, in-depth discussions and written work.

Depth – PSHE lessons are comprised of 6 themes which are repeated annually. These themes have been taken from the 'Heart Smart' initiative and include:

- Get Heart Smart
- Don't Forget to Let Love in
- Too Much Selfie isn't healthy
- Don't Rub it in, Rub it Out
- Fake is a Mistake
- No Way Through isn't True

The content of these builds to allow pupils to progress in each area. Each theme is pupil centred, with children becoming familiar with the module titles. For pupils who are showing that they need more support in understanding any area, we can provide nurture sessions to explore areas of need further.

7.10 Religious Education

Purpose and aims

At Wood Street Infant School and Worplesdon Primary School RE is an important subject in its own right and through the contribution it makes to other aspects of the school's curriculum and ethos. We believe that education influences and reflects the values of society, and the kind of society we want to be. It is important, therefore, to recognise a broad set of common purposes, values and aims that underpin our school curriculum and the work of our school.

We provide the children with practical and engaging opportunities to:

- Explore: Exploring the issue or dimension, encountering the context, following up questions and establishing new knowledge concerning religion and belief.
- Engage: Investigating the impact of beliefs and practices on lifestyles, attitudes and action and considering the ways in which beliefs, spiritual insights and ideas are expressed, engaging with fundamental questions to understand why people respond to life as they do.
- Reflect: Reflecting on diversity within the dimension, and on personal responses to this diversity to develop their own standpoints and self understanding.

Provision

Breadth – we believe pupils should have the opportunity to (as appropriate): encounter people from different religious and philosophical groups who can express a range of convictions on religious and moral issues; visit places of religious significance; use ICT to enhance understanding; discuss, question and evaluate important issues in religion and philosophy; reflect upon and carefully evaluate their own and others' beliefs and values using reasoned and balanced arguments; use a range of forms of expression to communicate their arguments; explore the connection between RE and other curriculum areas

Depth –Pupils are encouraged to improve their own learning performance through reflection of their work and ownership of their class journals, as well as through class discussions and enjoyment of the subject.

7.11 Physical Education

Purpose and aims

PE at Wood Street Infant School and Worplesdon Primary School provides children with opportunities to develop their full physical potential and is essential for equipping them with knowledge that enables them to make informed choices, regarding their lifelong physical activity. Children will develop competence to excel in a broad range of physical activities as well as improving their physical literacy. We aim to ensure children are physically active for sustained periods of time and have as many opportunities to engage in competitive sports and activities as possible. Ultimately we aim to provide children with the skills and knowledge to sustain healthy, active lives in the future.

Provision

Breadth – In order to make these choices pupils are presented with opportunities through a purposeful and planned range of activities so that they not only learn skills but also develop knowledge and understanding in promoting favourable attitudes towards sport and recreation as well as thriving in a competitive environment.

Depth – The fundamental skills are repeated in all 3 milestones, these are apparent through the different strands; Games, Dance, Gymnastics, Swimming, Athletics, Outdoor and Adventurous Activities and Health and Fitness. The skills required to participate, compete and lead a healthy lifestyle feed in to each aspect starting in Milestone 1 and being built upon up to milestone 3. For example in gymnastics, Milestone 1 starts with copying and remembering actions, to planning, performing and repeating sequences in Milestone 2, to finally creating complex and well-executed sequences that include a full range of movements. We also encourage the values of sport such as determination, honesty, passion, respect, self-belief and teamwork which can be carried across to all areas of the curriculum.

7.12 French

Purpose and aims

- Develop their linguistic competence, extend their knowledge of how language works and explore differences and similarities between the target language and English
- To enhance pupils' awareness of the multilingual and multicultural world and introduce an international dimension to pupils' learning, giving them an insight into their own culture and those of others
- To provide a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects
- Discover and develop an appreciation of a range of writing in the language studied

- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

Provision

Breadth – give pupils the exposures and experiences of a range of phrases, linked around the across the curriculum to different subjects and to current themes. Studying French will also provide an understanding of the culture and countries in which the language is spoken.
Depth – Whilst coverage is our goal in the 'breath' element, repetition and increasing understanding is our goal in the 'depth' elements. Pupils are exposed to a great variety of phrases, alongside common words that they can use and apply more deeply. French is studied throughout the academic year and across Key Stage 2 so that pupils continue to develop skills in reading, writing and speaking French. Children learn French objectives across a two year cycle, in order to reinforce all these skills.

7.13 Music

Purpose and aims

- Promote effective and high quality music teaching, learning and understanding across the whole school;
- Promote and inspire excellent music provision in other schools through training days, concerts and observation opportunities;
- Provide a music curriculum that gives equal opportunities and access to all and allows each child to realise his or her full potential;
- Develop academic, social, moral and spiritual understanding and skills through music that will enable each child to cope effectively with the demands of her/his present and future life.

Provision

Breadth: All children will develop their musical abilities following the Jolly Music Scheme of work which ensures progression throughout the school.
Depth: Children will also be able to deepen their experience and engagement with music through an extensive range of extra-curricular provision including, instrumental lessons and groups, choirs, theory classes and concerts.
In their classroom learning they will be encouraged to use their resilience, creativity and team work to explore the many ways music can enrich life.

Children will be tracked carefully to ensure that they are meeting their fullest potential.

8. Early Years Curriculum

Our Early Years setting follows the curriculum as outlined in the EYFS statutory framework that applies from September 2026. The current framework is available at: https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2

In conjunction with this, we use Arc Pathways to inform our planning and assessment. It enables us to deliver a curriculum which meets the needs of our children, recognising that all areas of learning and development are important and interconnected.

We strive to provide the four main principles to this document to create an effective Early Years setting.

- A Unique Child;
- Positive Relationships;
- Enabling Environments;
- Learning and Development.

This document expresses the importance of children developing 'Characteristics of Effective Learning' which we embrace and develop through our planning, environment, assessment and interactions with the children. These fall into three headings:

- Playing and Exploring (engagement)
- Active Learning (motivation)
- Creative and Critical thinking (thinking)

As a Values Based Education (VbE) school, we incorporate 'Learning Powers' into daily teaching, provision and interactions with the children. These learning powers are linked to our school drivers and are underpinned by the

Characteristics of Effective Learning. Please see Appendix 1, where the school drivers, characteristics of effective learning and learning powers are mapped out to show coverage. The Learning Powers are:

- Resilient Tortoise
- Curious Cat
- Empathy Chameleon
- Teamwork and Independence Bee

There are seven areas of learning within the Early Years curriculum. These are split into prime areas and specific areas, with prime areas being highlighted as the most important to early development.