



## **ST. WINEFRIDES' SCHOOL**

### **CURRICULUM POLICY**

Our curriculum, both academic and 'hidden' is the primary method through which we permeate and teach the principles set out in our mission statement. The 'hidden' curriculum is what the children learn from role models and the way they are treated.

The curriculum is also the means through which our children are educated to acquire all the knowledge and skills they need to become independent, productive and successful members of our society.

**The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff.**

**Effective teaching at St. Winefride's is characterised by:**

**Having a secure up-to-date knowledge and understanding of subject matter.**

**Having high expectations of all children.**

**Planning effectively.**

**Providing opportunities for independent learning.**

**Planning for a range of learning styles.**

**Achieving high standards of discipline.**

**Choosing methods and strategies which match curricular objectives and meet the needs of all pupils in the class.**

**Appropriate pace and progress.**

**Assessing children's work thoroughly and constructively.**

**Children responding to high quality feedback**

**Using assessment to inform planning.**

**Differentiating effectively so that all children are challenged including the gifted and talented, and children with special educational needs are supported.**

**Good learning will result from good teaching. Good teachers have high expectations for themselves and their pupils. They expect all pupils to have high expectations of themselves.**

**Effective learning at St. Winefride's is characterised by:**

**Inquisitive children asking questions**

**High levels of engagement in task**

**Enthusiastic and motivated**

**Risk taking**

**Resilience – willingness to keep going**  
**Critical thinking**  
**Pride in work and themselves**  
**Self-confidence and ‘Can do ‘attitude**  
**Independence and initiating activities**

## **AIMS**

We subscribe to the aims set out in the National Curriculum. The fulfilment of these aims will take place within a culture and ethos where religious education and spiritual development permeates all aspects of the curriculum. The school follows the guidelines of the new Curriculum which began 2014.

We shall:

- Provide a curriculum which gives all pupils the opportunity to learn and to achieve in areas such as Maths, English, Science, ICT, DT, Art, Music, P.E. and languages;
- Promote pupils’ spiritual, moral, social and cultural development through areas such as R.E. and P.S.C.H.E., Geography and History;
- Promote high standards in all subjects;
- Enable children to acquire knowledge and skills in science;
- Enable children to be confident in the use of ICT;
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- Enable children to be aware of the importance of and to participate in the Arts and related cultural themes;
- Develop the personal and social skills of each child;
- Provide equality of access and the opportunity for all pupils to make progress;
- Prepare pupils for the opportunities, experiences and responsibilities of life.

Through provision of rich and varied activities we aim to:

- Encourage the best possible progress and the highest attainment for all pupils;
- Enable pupils to make connections across different areas of learning;
- Help pupils to think creatively and to solve problems;
- Develop pupils’ capacity to learn and work independently and collaboratively;
- Enable pupils to respond positively to opportunities, challenge and responsibility;
- Enable pupils to acquire and develop a broad range of skills, knowledge and understanding.

## **Planning, Teaching, Assessment and Pace**

Planning – what factors do we take into account at the planning stage?

- o NC guidelines
- o School's long and medium term planning
- o Previous knowledge and experiences
- o Support/resources available
  - o Specific objectives for lessons
- o Appropriate teaching styles
- o Children's learning styles
- o Differentiation- SEND graduated response & Gifted and Talented
- o Targets

Teaching – What does an effective, successful lesson look like?

- o Understanding of lesson objective and success criteria (Steps to Success)
- o Pacy, lively, stimulating introduction
- o Classrooms have a positive, happy, secure, working atmosphere
- o Interactive discussion – questioning and participation
- o Use of ICT to enhance learning where appropriate
- o Opportunities for peer and self-assessment
- o Differentiated activities- graduated response
- o Effective teacher focus group
- o High expectations
- o Reinforcing positive examples of attitude and work orally throughout lesson
- o Reviewing learning and progress at different stages of the lesson
- o Effective use of TA who is involved with all ability levels
- o Pupil's next steps to learning taken into consideration

Assessing – How do we assess the lesson? How do we assess the children's attainment during and after the lesson? What use do we make of these assessments?

- o Discussion during and after
- o Questioning about lesson objectives and success criteria
- o Test or mini quiz
- o Marking children's work using agreed policy
- o Marking to specific lesson objectives and success criteria
- o Taking account of self and peer assessments
- o Use assessments to inform future planning
- o Next steps to learning highlighted and shared with the children

## Ways of working

In order to promote effective teaching and learning, procedures and ways of working have been standardised on a whole school basis:-

A common format is used for medium term and weekly planning. Children are expected to be independent in the use of resources and to take responsibility for keeping the classroom tidy. Children are taught strategies to help them evaluate and improve their work. Praise and sanctions are given fairly and consistently. Opportunities are provided for different learning styles.

**Linguistic:** This area is concerned with developing communication skills and increasing a child's command of language through listening, speaking, reading and writing. These skills are most overtly brought into focus in lessons in English. The teaching of literacy and literacy skills is not, however, confined to these subjects and the policy of the school is that teachers will encourage good linguistic and literary standards in all the children's work. (Modern Foreign Languages is taught in school.)

**Mathematical:** This area helps children to make calculations, to understand and appreciate relationships and patterns in number and space, and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics is developed in a variety of ways including practical activity, exploration and discussion.

**Scientific:** This area, at St Winefride's, is concerned with increasing the children's knowledge and understanding of nature, materials and forces, and with developing the skills associated with science as a process of enquiry, ie: observing hypotheses, conducting experiments and recording their findings.

**Technological:** Technological skills for the children can include information and communication technology, coding, developing, planning and communicating ideas, working with equipment, materials and components to produce products that the children are proud of, and evaluating processes and products.

**Human and Social:** This area is concerned with people and their environment and how human action, now and in the past, has influenced events and conditions. At our School History, Geography and Religious Education make a strong contribution to this area.

**Physical:** The aim in this area is to develop the physical control and co-ordination of the children, as well as their tactical skills and imaginative responses to help them evaluate and improve their performance. Activities encourage intellectual as well as physical skills, with teamwork, participation, communication and sportsmanship

being key to the school's sporting ethos. Children also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and Creative: This area is concerned with the process of making, composing and inventing. There are aesthetic and creative aspects to all subjects, but some make a particularly strong contribution; including computing and the study of literature, music, art and drama, as they call for personal, imaginative and often practical responses.

### **Organisation of the curriculum**

- The curriculum is planned effectively to ensure continuity and progression throughout the school, whilst supporting British Values and SEND.
- Planning takes place across the Key Stages.
- **EYFS** planning takes into account all the appropriate areas of learning specified in EYFS Practice Guidance Document.
- Long-term plans are reviewed annually.
- Medium-term plans are usually reviewed half-termly.
- Units of work are planned with reference to the National Curriculum in England guidelines.
- An extended curriculum provides further opportunities for learning and development of individual talent, such as Gymnastics, Music, Sport, Languages and Creative Arts.

**Last Reviewed:** **September 2019**

Previous Reviews: March 2019  
November 2018  
November 2017  
November 2016  
January 2015  
October 2013  
January 2013  
January 2012  
January 2011  
December 2009 (Approved by All Staff)

**Next Review Date:** March 2020