

Woodlands Schools



Curriculum Policy

This policy includes the EYFS

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Curriculum Policy

Introduction

At Woodlands Schools, the curriculum covers all the planned activities that we organise in order to promote learning and personal growth and development.

It includes an extensive number of curriculum subjects which are taught to the highest levels, as well as the formal requirements of the National Curriculum.

In addition, it also includes a wide range of extra-curricular activities that the school organises in order to enrich the experience of the children.

Further, it incorporates the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. The school's aim is to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

We teach core values through an embedded approach to SMSC across the curriculum in which Woodlands Schools' curriculum is underpinned by the school's values, allowing the school to achieve its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of the school, upon which the curriculum is based, are:

- all children are valued as unique, and the curriculum promotes respect for the views of each individual child, as well as for people of all cultures. The school values the spiritual and moral development of each person, as well as their intellectual and physical growth.
- the importance of each person in the community is valued and the curriculum is organised so that the school promotes co-operation and understanding between all members of the community.
- the rights enjoyed by each person in society are valued. Each child in the school is respected for who they are, and they are treated with fairness and honesty. The school's aim is to enable each person to be successful, and to provide equal opportunities for all the children in the school.
- the environment is valued, and the school aims, through the broad and balanced curriculum, to teach respect for the world, and how people should care for it for future generations, as well as their own.
- We teach RSE (Relationships & Sex Ed) in accordance to the requirements to provide Statutory RSE in Schools (Sept 2020).

In addition, and in line with the 2011 Prevent Strategy, we promote Fundamental British Values at Woodlands Schools in the following ways:

Democracy

Democracy can be seen in action in our schools in many ways. Pupils have the opportunity to have their voices heard through our School Councils and pupil questionnaires. Members of the School Council are voted on by their classes and the Councils then discuss, vote upon and report back to their classes on the items that are considered to be important to the School community. The children have a strong sense of citizenship and support different local charities.

The Rule of Law

The importance of rules and laws, whether they be those that govern the class, the School or the country, are consistently reinforced throughout regular school days, as well as when dealing with behavior and through school assemblies. Pupils are taught the value and reasons behind rules, that they govern and protect us, the responsibilities that this involves and the consequences when rules are broken. Visits from authorities such as the Police, Fire Service, etc. are regular parts of our calendar and help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and PSHE lessons. Whether it be through choice of challenge, how they record, participation in our extra-curricular clubs and opportunities, pupils are given the freedom to make choices.

Mutual Respect

Part of our School Ethos and Behaviour Policy has revolved around Core Values such as ‘Respect’, and pupils have been part of discussions and assemblies related to what this means and how it is shown. We promote respect for others and this is reiterated through our classroom and learning rules, as well as our approach towards behavior. We discuss and reinforce the fact that respect is earned and given by all members of the School community.

Tolerance of those of Different Culture, Faiths and Beliefs

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. Assemblies and discussions involving prejudices and prejudice-based bullying have been followed and supported by learning in FPE, RE and PSHE. Members of different faiths or religions are encouraged to share their knowledge to enhance learning within classes and the School.

Aims and Objectives

The aims of Woodlands School’s curriculum are to:

- enable pupils to develop enquiring minds, investigative skills and independent learning enquiries;
- support the abilities, personal qualities and talents of all children (see MAT policy);
- provide teaching which makes learning challenging and enjoyable;
- be physically fit and recognize the part sport and physical exercise play as an important part of a healthy and well balanced life;
- provide the children with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- provide subject matter appropriate to the age and aptitude of children including any children with EHC plans;
- enable children below compulsory school age, a programme of activities which is appropriate in relation to personal, social, emotional and physical development and communication and language skills;
- prepare children for the opportunities, responsibilities and experiences of adult life.

Organisation and Planning

The school plans the curriculum in three phases. A long-term plan for each key stage is agreed indicating what topics are to be taught in each term, and to which groups of children. Long-term plans are reviewed regularly.

Medium-term plans give clear guidance on the objectives and teaching strategies used when teaching each topic. Medium-term plans adopted the planning directly from the schemes of work and are regularly reviewed, reflecting on current practice, law and government requirements including those in place for Foundation subjects.

Short-term plans are those that are written by teachers on a weekly or daily basis. These are used to set out the learning objectives for each session, and to identify what resources and activities that are going to be used in the lesson.

In the Foundation Stage, a cross-curricular topic approach is adopted to curriculum planning. The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 1 and Key Stage 2 the curriculum at the school places a greater emphasis on the core and foundation subjects and these subjects are taught and timetabled separately. Therefore, over the full academic year, every child has the opportunity to experience the full range of subjects offered by the school.

Children with Specific Learning Needs

The curriculum at Woodlands Schools is designed to provide access and opportunity for all children who attend the school. If it is necessary to adapt the curriculum to meet the needs of individual children, then the parents of the child will be consulted.

If a child has a specific need, Woodlands School does all it can to meet these individual needs. Woodlands Schools complies with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, the school will advise the parent of the child to consider reviewing the child's needs with external agencies such as educational psychologists and possibly contacting the educational authority for an assessment for an EHCP plan, involving appropriate external agencies when making this assessment. Additional resources, through differentiation in the classroom, will routinely be provided for these children.

The schools provide a personal plan for each child on the schools' special needs register. This sets out the nature of the requirement, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that the school can review and monitor the progress of each child at regular intervals with the parents.

More Able and Talented Children

We will use a range of strategies to identify More Able and Talented pupils and ensure that where there is evidence of a child having a particular ability or talent, we will ensure that learning is tailored to their need.

The Foundation Stage

The curriculum taught in Early Years classes is extensive meeting both the high educational standards set by the school itself and the minimum requirements set out in the Early Years Foundation Stage Framework. Curriculum planning at the school takes into account the Early Learning Goals, developing the children's skills and experiences further.

Woodlands Schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years classes builds on the experiences of the children from whatever pre-school experience they may have had.

Baseline assessments are completed by the end of the Autumn Term when the children reach Reception in order to record the skills of each child at this milestone in their life at Woodlands School. This assessment forms an important part of the future curriculum planning for each child.

All children need the support of parents and teachers to make good progress in school and Woodlands School strives to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing both formally and informally.

Learning, Teaching, Assessment and Progress

Woodlands aims to foster a climate of enquiry where ideas are respected and can be freely shared. We seek to ensure that learners:

- are able to achieve standards equal with their potential
- are able to assess their own work or that of their peers during peer review
- make progress appropriate to their potential

To achieve this teachers are expected to ensure that their lessons and / or activities:

- cater appropriately for the learning of learners of differing abilities and learning styles
- create and sustain learners interest and motivation
- ensure full participation of all learners
- have clear aims and purposes which are shared with the children
- encourage learners to demonstrate independence
- ensure learners can make progress in accordance with their potential

Teachers are expected to assess their own performance and make appropriate revisions and adjustments to facilitate the progress of learners.

Assessment

See the Assessment policy for details of how assessment is carried out. Formative assessment is carried out throughout the teaching process and summative assessment takes place on a regular basis through a combination of GL, Incas, Yarc, CATs, Baseline and phonic screening assessments.

Monitoring and Review

The Head Teacher is responsible for monitoring the way in which the school curriculum is implemented. The Head Teacher reviews each subject area in its annual cycle of review and development.

The Head Teacher is responsible for the day to day organisation of the curriculum and monitors with the support of the Senior Leadership Team the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of Woodlands School, and that all lessons have appropriate learning objectives.

Co-ordinators monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.