



Wavell Community Schools' Federation

## Curriculum Policy 2019-20

At, Wavell Community Schools' Federation our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

### Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

### Core Values:

- **Respect** and **Responsibility**
- **Compassion** and **Kindness**
- **Resilience** and **Courage**
- **Excellence** and **Achievement**
- **Inclusivity** and **Equality**

### Aims

At Wavell Community Schools' Federation, we aim to offer a balanced and broad based curriculum. We aim to:

- Implement a motivating and challenging curriculum, inspiring children to realise their potential and develop their passion for learning.
- Offer a nurturing, **compassionate** and inclusive environment where all children show **kindness**, value one another and celebrate individualities.
- Develop social **responsibility**, care for our school, community and the wider world.
- Ensure that everyone is **respected**, shows respect and knows that we are stronger together.
- Promote emotional wellbeing, encouraging children to develop **courage** and **resilience**, rising to the challenges they face.
- Deliver academic excellence where children can learn and grow, preparing them to be confident and independent citizens.

### Vision Statement

At Wavell Community Schools' Federation, we are proud to serve a unique community, providing a stable environment where children can learn and grow together; maximising the time they spend with us. We provide inspirational experiences and opportunities, encouraging children to develop a love of learning and meet their full



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potential. Our friendly and child-centred team deliver an inclusive education, helping our children to develop the skills and emotional resilience they need to become happy, successful and confident citizens.

### Key Drivers

- A healthy happy me
- Learning for life
- Talk to me, listen to me
- My place in the world

Our curriculum is underpinned by a clear whole school vision and a set of curriculum drivers: Our Curriculum drivers are characteristics that define our curriculum and underpin the work we do. Our drivers are areas that we value as a school; they give focus to learning opportunities and are embedded throughout teaching and learning, developing the whole child.

At the heart of our curriculum is a strong, in-depth knowledge of each and every child. Planning the curriculum starts with knowing the class, knowing where each child is, knowing where the gaps are and what the next steps are. We believe that starting from the children's needs and interests and designing a topic around them enables the children to gain a fuller understanding of the learning in question. It enables them to engage more deeply, to understand the relevance of what they are learning, why learning matters and develops the child as a whole.

### Organisation and Planning

At Wavell Community Schools' Federation, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

[2014 National Curriculum for Key Stages 1 & 2](#)

[Early Years 2012 Framework in Reception](#)

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate curriculum policies:

- |           |                                      |                |                     |
|-----------|--------------------------------------|----------------|---------------------|
| • English | • PE                                 | • RE           | • MFL (French)      |
| • Maths   | • Music                              | • Computing    | • Art and Design    |
| • Science | • Humanities (Geography and History) | • PSHE and SRE | • Design Technology |

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. In KS1 and KS2 our curriculum is all planned on a yearly cycle with an emphasis placed on 'wow' experiences, cross curricular links and learning supported by quality texts and other quality experiences.

Information Technology underpins our learning at Wavell Community Schools' Federation. Click the link to view how we ensure pupils safety.

- E-Safety Policy

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve



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balance and coverage over a term or half term. The more detailed weekly/fortnightly short term planning will focus on the teaching process. A uniform long and medium term planning proforma and separate KS1 and KS2 short term planning proforma are used throughout the whole school to focus learning expectations and for teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

### **Assessment, Recording, Monitoring and Evaluation**

At Wavell Community Schools' Federation, we use Target Tracker assessment platform. This platform supports us to ensure clear learning intentions and progression across the year groups. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law. Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. For further information about assessment, recording and reporting as well as marking and feedback click the policy links below: [Marking and Feedback Policy](#) [Assessment, Recording and Monitoring Policy](#) Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;



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- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- provide efficient resource management for the subject.
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- map coverage of the curriculum to long term plans

The curriculum leaders, Yousef Abdo (KS2) and Rue Clough (KS1) have responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Wavell Community Schools' Federation curriculum development.

### **Home Learning/Homework**

In KS2, Children are given homework once a week but can do more if they wish. Their homework book will allow them to express their own learning and interests. Each week children will choose from a range of open-ended activities to complete. We encourage parents/carers to comment on children's effort and enjoyment on each task, and the level of support provided.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc.). In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum. Our governing body's school improvement committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via the Curriculum Coordinator's Report from co-ordinators reporting to them and the Headteacher's report. We have named governors for 'The Wider Curriculum', English, Maths, Computing and Special Educational Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.