



Curriculum Policy

Motivate • Educate • Achieve

Date of Policy: January 2023

Reviewed: April 2025 in consultation with staff

Ratified by the Full Governing Body: 20 May 2025

Date of Next Review: May 2028

Curriculum Aims

Intent:

Our aim is to educate all of our pupils with an engaging, exciting and empowering curriculum that motivates them to achieve and succeed in the 21st century.

At Woodcock Hill Primary School the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our diverse school community and encourage our pupils to become active citizens contributing to their local and wider community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and attributes with a vision to prepare pupils for life beyond Woodcock Hill Primary School and for future success in Birmingham and the wider world. We constantly provide enrichment opportunities to engage learning through our Woodcock Hill Guarantee and promote inclusivity and equality. We believe that childhood should be a happy, investigative and enquiring time in their lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Woodcock Hill Values, Respect, Creativity, Inclusion, Independence and Perseverance, to promote cultural capital within each pupil and succeed in an ever-changing world as responsible, educated citizens.

Implementation:

Our broad and rich curriculum nurtures engagement, curiosity and innovation and brings learning to life in meaningful ways. It is coherently planned and sequenced through cross-curricular topics with reading prioritised to allow pupils to access the full curriculum offer. Our topics have been carefully chosen to enrich the lives of our pupils and open their eyes to the wider world around them. We have chosen to teach each subject discretely so our pupils value and have a firm understanding of each curriculum area.

Impact:

By the end of their Woodcock Hill Primary School Journey, our pupils will be confident members of their community with a set of skills, knowledge and values, which can be used to get ahead in education and life. We are preparing our pupils to play an active and valuable part in modern Britain and the world. We have created a curriculum designed to enable our pupils to be independent thinkers who possess the strategies to overcome challenges and have resilience and drive to succeed.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.

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- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science will enable children to use and understand scientific concepts and vocabulary.
- We give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, RE)
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children` should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.

Legislation and Guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

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.

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.

Roles and Responsibilities

The Governing Body

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

The governing body will also ensure that:

- A robust framework is in place for setting Curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- 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.

Head Teacher

The Head Teacher 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.

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- The amount of time provided for teaching the required elements of the Curriculum is adequate and is reviewed by the governing board.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- They manage requests to withdraw children from Curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the Curriculum.
- The governing body 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.

Other Staff

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

Individual subject leaders are responsible for establishing and ensuring high standards of teaching and learning in their subject. They play a key role in monitoring, supporting and motivating other teachers and in setting targets for professional development and improvement.

Organisation and Planning

The Curriculum adopts a thematic approach through both Key Stages, which is 'knowledge-based'. Planning has roots in critical thinking and creativity and co-operation. The learning platform 'Cornerstones' provides fresh ideas and modern, exciting resources alongside teachers' own expertise to provide a holistic approach which maintains the integrity of each individual subject.

English, maths and computing are skills that run through the whole of the Curriculum. In addition, a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. All other subjects are organised within one or two half-term blocked units that are linked to a topic where appropriate. Personal and Social Education is taught in specific sessions and through R.E. Jigsaw and Well-Being.

There are three main areas of the school:

- Early Years (Reception)
- Key Stage One
- Key Stage Two

We have Curriculum Maps for subjects so that they are considered within the overall School Development Plan. These maps identify knowledge, skills and understanding, and the progression of learning throughout the school.

Medium term planning

Teachers plan termly or half-termly to identify learning objectives that link to the National Curriculum. They organise schemes of work to indicate activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. Alongside this, teachers plan detailed classroom activities and assessment strategies.

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Short Term Planning

Teachers plan and organise their teaching within the agreed medium-term planning on a weekly basis.

Teaching Approaches

Across the Curriculum, teachers employ different teaching styles to suit the ability of each child. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. We consider that a vital part of effective learning is the differentiation of teaching inputs and learning outcomes.

Whole school Curriculum and assessment procedures can be found in the relevant policy documents. Reference is made to:

- Multicultural issues, equal opportunities and gender equality in the R.E. Curriculum policy document.
- Access and Entitlement - We believe that every learner is entitled to a full range of activities that gives access to the Curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability.

Progression

The links we foster between each class in the school and between this school and the next include planned continuity found in the Curriculum Framework pupil profiles

- Liaison with Secondary Schools.
- Specific issues relating to the under-fives Early Year profiling and home school links are found in the Early Years policy statement and within the school's Curriculum Framework and Map.

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.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, meetings with Subject Leaders, presentations made during Governing Body Meetings and letters from pupils to designated Class Governors.

Head Teacher, subject leaders and Curriculum Lead to monitor how subjects are taught throughout the school following Woodcock Hill's monitoring cycle including lesson observations, pupil conferencing, pupil progress meetings, book trawls, learning walks, parent's evening, SEND reviews, assessment deadlines, teacher training and career professional development (CPD)..

This policy will be reviewed every year by the Curriculum Leader.