



Curriculum Policy

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VERSION CONTROL SHEET

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Introduction



OUR MISSION: "To empower all children to embrace learning, achieve their personal best and build their emotional, social and physical well-being."

At Whipton Barton Federation, we have developed our comprehensive curriculum; children learn through exploration and it has a clear process of learning with specific learning goals for every National Curriculum subject, for personal learning and for international mindedness. Our curriculum sets out clear progression and application of skills across all areas. We aim to ensure pupils are independently-minded and confident citizens of the future. To view Whipton Barton Federation's curriculum in full, please click [here](#).

Early Years Curriculum

Children join our Armstrong Class (Nursery) as soon as they reach two years old and join our Picasso Class (Pre-School) the September after they turn three. This, along with our Reception classes (Nightingale and Lindgren), makes up our Early Years Foundation Stage (EYFS). Children in these classes follow our EYFS curriculum, which gives children a broad range of knowledge and skills that provide the right foundations for good future progress through school and life. Our curriculum is language rich and each of our topics uses inspiring stories and nursery rhymes to underpin the learning that will take place. Children learn and hone new skills and knowledge and demonstrate their understanding through seven areas of learning and development.

Prime Areas:

-  Communication and Language
-  Physical Development
-  Personal, Social and Emotional Development

Specific Areas:

-  Literacy
-  Mathematics
-  Understanding the World
-  Expressive Arts and Creative Design

These seven areas are used to plan children's learning and activities which are tailored to suit each child's individual needs. The curriculum is designed to be flexible so that staff can follow each child's unique interests. Children in the EYFS learn by a mix of direct teaching, playing and exploring, by being active and through creative and critical thinking which takes place both indoors and outside. At the end of the EYFS – in the summer term of the Reception year in school, teachers complete an

assessment which is known as the EYFS Profile, using the Early Learning Goals. This assessment is carried out by the Reception class teachers and is based on what they, and other staff, have observed over a period of time. Each child's journey through the Early Years Foundation Stage is recorded in their electronic 'Learning Journey' and parents are encouraged to have an input into these to share in this journey too by contributing to this, which allow us to celebrate learning at home. Please view our Nursery, Pre-School and Reception Curriculum Maps to see what they will learn across the year.

Key Stage 1 and 2

In Years 1 to 6, children have English, Maths, Phonics or SPaG (Spelling, Punctuation and Grammar), Guided Reading, Science, PE, French (KS2 only), RE and SMSC lessons each week of every term and will then alternate between the foundation subjects as follows:

Term 1 – History, Art, Computing

Term 2 – Geography, Music, Design Technology

Term 3 – History, Art, Computing

Term 4 – Geography, Music, Design Technology

Term 5 – History, Art, Computing

Term 6 - Geography, Music, Design Technology

Maths, using the Power Maths scheme is taught four days a week with a Maths Fluency session every Friday. English, Guided Reading and Phonics/SPaG are taught four days a week. This enables us to have one day a week to teach just foundation subjects, which allows us to provide substantial learning time for these lessons during each afternoon and one morning a week. Placing this importance on the foundation subjects alongside the core subjects supports us in providing a broad and balanced Curriculum to our children.

Phonics and Early Reading

At Wipto Barton Federation, we love reading and value the many benefits that it provides. We believe it is key for academic success and it plays a big part across our Curriculum on a daily basis. It is through a three- pronged approach; we are relentless in creating a language rich environment, have fidelity to our rigorous systematic-synthetic phonics scheme, Read Write Inc and develop our children's love of reading. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and life-long learners. Read Write Inc is a fully comprehensive programme that celebrates the everyday success that children have within their reading development. Knitting together the skills of sound knowledge, reading, writing and spelling to create fluent and confident learners. Our foundations begin in pre-school where our children begin to learn the picture creating secure foundations to build sound knowledge on. In Reception our

children progress on to learning their special friends and begin their exciting journey to become a reader. Year 1 is where we are building fluency and prosody, learning more sounds and reading longer words. In Year 2 we develop understanding in what we are reading, making predictions, inferences and practise retrieving information.

Children in Years 2 to 6 follow Accelerated Reader (AR) - a reading management and monitoring programme that aims to foster independent reading. The internet-based software assesses reading age and suggests books that match pupils' needs and interests. Pupils take computerised quizzes on the books and earn AR points as they progress.

Children who are not yet following AR will take home a range of decodable phonics books that are matched to their phonics stage. The children will take home a non-fiction book at the start of the week to practise the skills of decoding, comprehension and prosody. The second book the children will take home is their celebration read. The book that has been taught in school that week to build confidence and show success made. Adults will regularly listen to children read to assess their fluency and understanding and then match this to the appropriate book level. We expect families to regularly read with their children at home and make comments in their child's reading record.

Years 2 to 6 have daily whole class Guided Reading lessons which focus on a different book each term; these are quality texts chosen by the English Leader and supported by Literacy Shed+. Adults and children read the book together and the discussions and learning are focused around skills such as fact retrieval, inference, understanding an author's choice of punctuation and vocabulary or summarising what they have read so far.

All year groups have Drop Everything and Read (DEAR) sessions at least once a day. This might involve the children reading independently to promote their reading for pleasure or being read to by the class teacher; it is a time for everyone to literally drop everything and enjoy reading, nothing else! We have carefully selected a rich range of DEAR books for the teachers to read to the classes – this selection incorporates five types of texts that children should have access to in order to successfully navigate reading with confidence. For example, texts with archaic language, non-linear time sequences, complex narratives, figurative and symbolic elements and resistant meaning.

Spelling, Punctuation and Grammar

From Year 2, children move on to learning Spelling, Punctuation and Grammar (SPaG) in 3 weekly sessions. Children learn the strategies, knowledge and skills needed to spell independently. Lessons are based on a cycle of revisiting prior learning, teaching and practising new concepts, applying new learning and assessing children's understanding. Teachers also skilfully include SPaG techniques throughout all English sessions and throughout other lessons when the opportunities

arise. The 'Do Now' at the start of every English lesson is SPaG related, providing children with the opportunity to revisit and rehearse previous learning, enabling it to embed in their long-term memory.




Assessment

At Wipton Barton Federation, we use a range of different forms of assessment. These are outlined briefly below and give you an overview about how we assess.

Formative Assessment

Formative assessment is the most important method of assessment that takes place at Wipton Barton Federation. While it is called 'Formative Assessment', this method of assessment does not include formal testing. Instead, it is about how your child's class teacher assesses your child through their daily interactions to find out how well they understand their learning. Formative Assessment is well established throughout the Federation and the use of questioning, observation and marking will continue to be key parts of formative assessment. Teachers find out this valuable information through different means.

For example, teachers will ask a range of different questions in a lesson and judging by a child's response the teacher will assess if:

-  the child needs more support in understanding the learning;
-  the child needs to be further challenged;
-  the child is at the right point in their learning;

Using this information, teachers will be able to re-direct their lessons immediately to meet the needs of the learners in their class at that moment. Teachers provide pupils with concise feedback that will always move and deepen the child's learning; we believe that this is a very important and active part of the learning process and should happen immediately or as close to the event as possible.

Testing

Children in each year group will participate in termly (Autumn, Spring and Summer) tests in Mathematics, Reading and Punctuation, Grammar and Spelling. This test information is analysed closely using professional dialogue between teachers and Senior Leaders, to inform us of any gaps in learning. This information is used to plan the next cycle of learning for each class. The test results (in conjunction with formative assessment) are tracked extremely closely and allow us to put in place support for both those who need some extra help and those who need to be challenged further.



Ongoing Assessments

All of our other subjects are assessed continuously throughout the year. In all subjects, we have outlined what we feel are the qualities that make a good learner in each subject and these are continuously assessed. For example, in writing, we have a selection of different qualities of what makes a good writer and these are continuously assessed as the children encounter different genres of writing.

Early Years

In the Early Years Foundation Stage (EYFS) a profile is kept on your child's progress. This is a report of your child's development and achievement at the end of their Reception year.

Assessment is ongoing throughout the EYFS but the official EYFS Profile for each child is completed in the final term of Reception. The assessment takes place through teacher observation of children's learning and development as they take part in everyday activities and planned observations where teachers spend time on a specific task with an individual child or small group. There are two separate achievement levels within the EYFS Profile (a document which outlines expected progress for different age ranges in the Early Years):

-  Emerging: your child is working below the expected level for their age.
-  Expected: your child is working at the level expected for their age.

Statutory Assessments

At different points in primary school, children are required to sit statutory assessments, which are outlined below.

Year 1 Phonics Screening

Towards the end of Year 1, children will conduct a simple test with their class teacher to determine if they have met a set threshold in their phonetic knowledge. The children are required to read 40 words to their teacher who will assess how well this is done. The check mark is reported to parents.

End of Key Stage 1 Assessments

In the Summer Term of Year 2, pupils will sit a Reading and Mathematics tests (commonly referred to as 'SATs'). These tests are marked by the class teacher and are used to support the class teacher's existing knowledge of the child's learning. An attainment level is reported to parents.

End of Key Stage 2 Assessments

Towards the end of Year 6, pupils will sit Spelling, Punctuation and Grammar test, Reading tests and Mathematics tests (commonly referred to as 'SATs'). These tests are set and marked externally. An attainment level is reported to parents.

Involving Pupils and Parents

Pupils are continuously involved in their learning. We encourage pupils to reflect daily about their learning and we also include pupils in self-assessing their own learning.

We do not share grades with pupils as we do not believe this helps their learning. We do, however, ensure children know what they need to do next to improve their learning. Progress information will be shared with parents through reports and parents' evening consultations.

Teachers meet formally with Parents during the school year, where assessment information is discussed and shared. Parents also receive a detailed Annual Report. However, we always operate an open-door policy and parents are more than welcome to have an informal chat with teachers during Early Morning Learning (8:30am-8:55am) or at the end of the school day.

Curriculum Enrichment

At Whipton Barton Federation, raising the aspirations of all of our children is at the heart of everything that we do. As well as the day-to-day taught curriculum, we believe that by offering children with rich and creative learning experiences, our school provides them with a wealth of opportunity and experiences that will help to shape them. These experiences may be trips to local areas of interest such as Exeter Quay or Kent's Cavern, visits from experts such as musicians performing 'African Drumming', children's authors or even trips further afield such as trips to Bristol or London.

Extra-Curricular Activities

As well as trips, we offer an extensive range of extra-curricular activities each week. These clubs are open to all and offer children regular opportunities to try something new or take part in an activity they may not otherwise be able to do. Extra-curricular clubs are delivered by members of Whipton Barton Federation as well as by range of external providers such as Premier Education. Our broad extra-curricular offer changes on a termly basis and every child is guaranteed a club of their choice.

At Whipton Barton Federation, we pride ourselves in offering children an extensive range of extracurricular activities. Children in Reception, Years 1 and 2, Year 3 and 4 and Year 5 and 6 are offered clubs in the Autumn, Spring and Summer term. We ensure activities are purposeful, fun and engaging. All of them contribute and extend children's learning in school, wellbeing and mental health and holistic development.

Extra-Curricular Activities include:

- Choir
- Football
- Drawing
- Arts and Crafts
- Little Leaders
- Yoga
- Construction
- Eat Well For Less
- French
- Running

Parents/Carers

We encourage Parents/Carers to be involved as much as possible with their children's learning; there are regular opportunities for Parent/Carer engagement with the school through Parents' Evening Consultations, Early Morning Learning and numerous school events. Parents can have total confidence that the needs of every child, as they grow and develop, can be catered for throughout their years in education with us at Whipton Barton Federation.

Every term, teachers at Whipton Barton Federation create Curriculum Letters for Parents/Carers so they are fully informed about what their children will be learning in the forthcoming term across all subjects. Every year, each class performs a 'Class Assembly' to parents and carers to share their learning from the term. We also hold 'Open House' events where we invite parents and carers in to look through children's books and discuss their learning with the children and teachers.

Home Learning

Home Learning is set weekly from Reception to Year 6 as follows:

Reception: Phonics activities or reading books at home

Year 1 & 2: Reading books at home; NumBots

Years 3, Year 4, Year 5 and Year 6: Accelerated Reader and SPARX.

Celebration of Learning

Each week, we hold our 'Celebration Assembly' where we celebrate learning and achievements outside of school, 'Stars of the Week', pen licences, Accelerated Reader Reading Certificates and much more! At the end of every half-term, we also hold a 'Subject Stars Assembly' where one child, who has shown positive learning attitudes towards a subject, is chosen for the award. Class DOJOs are awarded throughout the school day to celebrate positive learning moments for all children.