

# Whipton Barton Federation



## Curriculum Policy



***“It is the supreme art of the teacher to awaken joy in creative expression and knowledge.” Albert Einstein***

## **Our Vision**

At Whipton Barton we are passionate in our belief that all children are entitled to outstanding learning experiences. We ensure that our children acquire the skills and knowledge which will enable them to be lifelong learners and keep hold of the joy of curiosity. Only a curriculum that is committed to these ideals and one which ensures that the basic skills of literacy and numeracy and personal, social and emotional development are woven and embedded throughout, will ensure that our children will reach their full potential throughout their life.

## **Our Aims**

***All our children have a right to:***

- Be confident, creative and independent learners
- Develop the skills for lifelong learning
- Have compassion and respect for themselves and others
- Equal opportunities in an inclusive and just environment
- Understand diversity through different cultural experiences
- Challenge themselves and to be challenged
- Communicate and share their ideas effectively
- Have high aspirations for themselves, now and for the future
- Experience, appreciate and respond to achievements in the arts, sciences and technology.
- Gain knowledge and skills to understand the world around them and the importance of sustainability.
- Be curious and feel wonderment and joy

## **Planning and Delivering an Effective Curriculum**

### **Curriculum Areas of Learning**

Our children have access to a creative curriculum that adheres to the statutory EYFS framework, KS1 and KS2 National Curricula\*. Knowledge and skills are taught through a cross-curricular approach that is focussed on a half-termly or termly theme. Long, medium and short term planning allows for the progression of skills and knowledge, not only ensuring that statutory requirements are met but also providing opportunities for differentiated and personalised learning. The basic skills of literacy, numeracy and computing are taught systematically and rigorously both discreetly and through other subject areas, ensuring purposeful opportunities to apply and practice skills. We have high expectations of achievement in all areas of learning for all our learners. At all levels and across all subjects, there is a focus on learners mastering the key skills. Children are then challenged through rich, deep and purposeful learning opportunities in order to demonstrate creative independence in these skills.

*\* excluding RE where the local authority agreed syllabus is taught.*

### **Early Years Foundation Stage**

Children in nursery and reception access the EYFS framework which gives children the broad range of knowledge and skills that provide the right foundation for future learning. From seven areas of learning, three prime areas (PSED, PD, C&L) are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The characteristics of effective learning underpin all aspects of teaching and learning within this phase and these provide a secure basis on which to build further 'learning to learn' strategies in Key Stages 1 and 2.

## **Communication, Language and Literacy; Reading and writing**

We want all of our children to leave Whipton Barton Federation being able to write and speak fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, others can communicate with them. All the skills of language are essential to participating fully as a member of society and to help children to achieve their goals and aspirations.

We aim to foster a love of literature in our children by providing them with high quality, rich texts, purposeful learning opportunities and the chance to reflect on what they read, write and discuss. We have developed a dedicated reading policy which outlines our core beliefs about reading.

Reading and writing are celebrated regularly within school through the use of certificates, awards, personalised pens and pencils, author visits and a whole school annual book week.

The children are immersed in literacy activities throughout the day, such as guided reading, literacy lessons, spelling and grammar sessions and cross-curricular work. Wherever possible, Literacy learning is linked to the topic work and children are encouraged to evaluate their own work and skills and say what they need to improve.

We believe in giving children the choice about how they present their work and the use of plain books and line guides encourages this. High quality presentation is valued and the Federation have adopted a cursive font to provide consistency.

The children have Group Learning Targets (GLTs) for writing which are often based around sentence and text structure and organisation. These are taught, assessed and monitored each half term to ensure they lead to the best outcomes for all children.

Parents are encouraged to support their children with literacy at home, through regular reading, a love of books and learning journal activities.

(MFL): At Whipton Barton Junior School we believe that MFL prepares pupils to participate in a rapidly changing world in which work and other activities are often carried out in languages other than English. The rise of international commerce means that pupils need to be equipped with the skills needed by the international workplace. Increased capability in the use of MFL promotes initiative, confidence and independent learning and encourages diversity within society. We believe that the pupils should learn languages through a range of activities focused upon the development of their speaking and listening skills and progressing to their reading and writing skills. We follow the Catherine Cheater Scheme of Work and the associated resources are used across the school by our HLTA.

Our Aims:

- To exploit cultural links and experiences when opportunities arise.
- To promote positive attitudes towards language learning through a range of learning activities.
- To look towards opportunities for cross curricular links in year group planning

Speaking and Listening

The children will:

- Encounter a range of situations, audiences and activities designed to develop competence, accuracy and confidence in speaking and listening
- Develop their oral abilities at their own levels

Reading

The children will be given opportunities to:

- Read stories for enjoyment and to practise vocabulary.
- Read stories to gain awareness of the structure of written French and begin to learn the grapheme-phonetic relationships.

Writing

The children will be given opportunities to:

- Experiment with the writing of simple words and phrases – copy writing and writing some single familiar words from memory.
- Make sentences using word and phrase cards.
- Write a sentence following a model but changing one or two words in the sentence.

## **Maths**

At Whipton Barton we believe that thinking should be at the heart of mathematics and that children should learn maths through applying their knowledge and skills to a variety of purposeful, real life problems and challenges.

We also believe that mistakes should be valued; children should engage in a struggle at times and be resilient to overcome this; that maths success is not related to how quickly you can calculate an answer, and that every child is capable of succeeding in maths.

In KS2, after lunch each day, classes carry out a short mental maths session, often involving games, to practise and rehearse number facts and skills.

The children have Group Learning Targets (GLTs) for maths which are based around using and applying and mathematical behaviours. These are taught, assessed and monitored each half term to ensure they lead to the best outcomes for all children.

Parents are encouraged to support their children with maths learning at home, through games and activities as well as through learning facts such as times tables and number bonds.

## **Computing**

With the ever changing pace of technology in the world, we believe that at Whipton Barton federation a computing education should equip pupils to become responsible, competent, confident and creative users of information technology. Throughout the curriculum the children are encouraged to question, and develop their ideas whilst remaining safe both inside and outside of school. Our aim is prepare them as active participants in a digital world and ensure that they are fully equipped to meet and exceed the demands that may be put on them in future work places.

Computing has deep links with mathematics, science and design technology allowing the children to broaden their experiences as well as embedding learning in other areas. They are taught the fundamentals of computer science, algorithms, and the use of problem solving to debug, analyse and create programs using a range of technologies.

## **Knowledge and Understanding of the world (science, Geography and History)**

At Whipton Barton Federation we believe a high quality science, geography and history education provides children with the foundations for understanding the world around them. This inspires them with a curiosity about people, places and the past. As such, science, history and geography form a core part of many of our curriculum topics giving children the opportunity to ask perceptive questions, investigate in different ways and draw conclusions.

Both history and geography help children to understand the complexity of people's lives as well as processes of change. Science has changed our lives and will be vital to the world's future. We hope that as children progress, their growing knowledge would equip them to deepen their understanding of these interactions allowing them to also consider their own identity and place in the world.

We believe that participating in investigations, fieldwork and historical trips is a crucial part of an engaging and meaningful curriculum. We offer children the opportunity to engage in 'real world' learning where they can practise and apply skills while being creative - adding value to the everyday experiences of the classroom.

## **Creative development (visual arts, design technology, music and dance)**

Art, craft and design provides children with a tangible opportunity to express, reflect upon and explore concepts and ideas from a range of starting points. A high quality art curriculum allows children the opportunity to develop their identities and experiment with ideas and materials. The use of appropriate resources and the delivery of high quality teaching provide our children with a progression in their skills as well as knowledge of both historical arts and crafts movements and significant artists including practising artists and crafts people from the local area. Children have the

opportunity to explore and develop a range of skills and techniques that enable them to bring their topics to life using a range of 2D and 3D media as they invent and create their own works of art, craft and design.

Design and technology teaches children from an early age the key skills and processes in designing and making a range of objects and products. Pupils have the opportunity to design, make and evaluate their own products based upon their knowledge and understanding of products from everyday life and the world around them. From the early years through KS1 and KS2 pupils develop their understanding of a variety of materials, mechanisms and control technology, applying their knowledge and skills to their own design and make projects, completing products to a high standard. The subject also enables pupils to apply learning and skills from other areas of the curriculum such as maths, science and art.

Food technology provides pupils with the essential knowledge and skills of food preparation and cooking to creating a range of simple sweet and savoury dishes. Providing children with knowledge of the origins of food as well as the seasonality of fruit and vegetables is also an important part of the curriculum that also teaches children about sustainability through the use and development of school gardens.

At Whipton Barton we highly value the positive impact that music can have on a pupil's life, as a universal language that embodies one of the highest forms of creativity no matter their ability. We believe that a music education should help to engage and inspire pupils to develop their talent as musicians as well as their self-confidence and sense of achievement.

From the early years, children are taught to use their voices expressively to sing and perform oral compositions as well as learning to play a range of percussion, untuned and tuned instruments individually and in groups. Opportunities in all year groups are provided to perform and listen to a wide range of music from different periods as well as listening to and participating in live musical performances.

Pupils develop their musical skills so that they are able to play and perform a wider range of instruments and songs and create their own musical compositions with appropriate control and expression whilst drawing upon a wide range of musical and cultural origins.

## **Physical Development**

At Whipton Barton, we strongly believe that Physical Education is a vital part of a child's education. We look upon this subject as more than just playing games. We want children to develop a healthy attitude to life and fully understand the importance of a healthy mind and body.

From Reception children are given opportunities for physical development through play and formal PE lessons. In KS1 children start to develop the early skills needed for a variety sports.

Moving onto KS2, children have their 2 hours of PE lessons per week as well as opportunities to take part in active lunchtimes and afterschool clubs. We offer a broad and balanced programme of activities and work closely with the St Luke's partnership to allow our children to experience Inter and Intra School Competitions.

We recognise the importance of swimming as a fundamental life skill, and therefore take our children for swimming lessons in year 3,4 and 5. By doing this we not only ensure that they can swim, as set out by government guidelines, but also that they can develop their skills, confidence and enjoyment.

## **Religious Education**

The RE curriculum enables our children to develop a sense of curiosity, awe and wonder and to think the big questions which do not always have clear answers. The curriculum does partly have a focus on factual learning about some of the main faith groups in the UK, focussing on Christianity, Hinduism, Judaism and Islam. However, we also give children opportunities to reflect on what is important for them as well as developing respect of and tolerance towards people who have different opinions and beliefs to theirs.

We achieve this through lots of discussion, role play, use of videos, handling artefacts, visits to centres of worship and by having representatives from faith groups coming to talk to the children.

## **PSHE**

PSHE underpins the learning of all our children across the wider curriculum. Our aim is for children to be emotionally equipped to cope with our rapidly changing world. Through teaching personal and social skills, relationship and sex education, drugs awareness and how to keep healthy, both physically and emotionally, we ensure that children acquire the skills needed to contribute confidently to their community. We use a variety of teaching and learning strategies including role play, visiting speakers, circle time, class and whole school reflection time to embed these skills.

## **Creativity and Curiosity**

Learning to learn is fundamental and underpins learning and development in all areas. Children are encouraged to engage with their learning through enquiry based tasks and experiential learning. A focus on Habits of Mind (KS1) and The 5 Rs (KS2) ensures our children acquire the skills for thinking and learning. Rich experiences are used to motivate, challenge and enthuse children. Members of the wider community and specialist teachers and practitioners inspire learners and help them to develop an understanding of the world around them. The skills and knowledge children develop through these rich and varied experiences ensure that our children have high aspirations for themselves, now and for the future.

## **Reflection and Evaluation**

Our children are provided with the opportunity to take part in conferencing and, through this, are encouraged to take ownership of their learning and understand how to improve. Effective marking and feedback allows children to understand the successes in their learning as well as their next steps and opportunities are provided for children to address areas for development. The use of high-value Group Learning Targets, ensure that key areas for development in children's learning are addressed and monitored rigorously to lead to good progress.

## **Citizenship**

Social, moral, spiritual and cultural development underpins all areas of the curriculum and is also evident in our behaviour policy. Planned opportunities in the curriculum encourage our children to experience wonderment and joy within their learning. We provide children with opportunities to engage with the local, wider and global communities, have an understanding of economic wellbeing, develop collaborative and social skills and develop an awareness of sustainability in the context of their lives and community. Core British values, including democracy, rule of law, liberty and mutual respect and tolerance for those with different faiths (or no faith) are at the heart of

teaching and learning. A range of cultural experiences, both in and outside of the school environment, ensure that children develop their understanding of these values and cultures within the local and wider communities.

## **Inclusion**

We ensure that all of our children are given equal opportunities and access to our curriculum. Personalised learning ensures that our curriculum is meaningful to all our children regardless of their ability or emotional and social needs. Respect for themselves and for others as well as a Growth Mindset ethos ensures that all our children are able to achieve and succeed.

## **Environment**

Our physical environment both indoors and outdoors supports and reflects children's learning and the high expectations we have of both adults and children in the school. Our learning ethos is evident in the language we use, the respect for and celebration of learning, the resources to support and enhance learning and the displays of children's achievements both physical and virtual. The physical environment also plays an important role in the social, emotional and physical development of our children.

## **Our Promise to pupils (Developed in conjunction with the school council)**

During your 7 years at Whipton Barton, we promise that you will have the chance to:

- use a variety of modern technologies
- experience performing to an audience
- take part in outdoor activities
- learn a foreign language
- raise money for charity
- go on school trips each year
- stay away from home on a residential experience
- watch a show
- meet an author
- take part in competitions
- participate in clubs
- improve your sports skills, including swimming
- learn alongside your parents
- learn to play a musical instrument
- earn certificates and have your achievements recognised and celebrated
- be fully prepared to go to your next stage of learning

*This policy will be operated in a non-discriminatory way and equality and cohesion will be promoted in line with our Equality policy.*