



## Curriculum Policy

Signed:	
Chair of Local Advisory Board:	S Ruddock
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## **Our Curriculum**

This policy applies to all pupils in the school, including within the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of our pupils. All departments keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and within other schools.

As part of our responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. Coordinators take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. Our curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school.

The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

Our curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.

The school provides full time supervised education for pupils between the ages of 5 - 11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level, it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives.

The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

## **Curriculum Aims**

We believe in a broad curriculum, delivered in innovative ways to excite and engage children, and that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high whilst we aim to provide them with everything they need to succeed; furnishing each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society, in line with fundamental British values. It offers a robust understanding of safeguarding through the comprehensive PSHCE and online safety programmes.

## **Curriculum Objectives**

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives;
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning;
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways;

- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests;
- Is flexible enough to respond to change and incorporates innovation as appropriate;
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy;
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways;
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding;
- Enables our pupils to work collaboratively and successfully to develop the 'soft skills' needed to equip them for life;
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation);
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed;
- choices in the selection of future subject choices and begin to consider their options for higher education, training and careers;
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum (please refer to our PSHCE policy and our Curriculum Overviews for each year group).

### **Foundation Stage (up to 5 yrs.)**

Pupils have a broad programme of study, based on the reviewed EYFS Framework (Sept 2021), which focuses on the:

- Three prime areas of learning most essential for children's readiness for future learning and healthy development: **Communication and Language, Physical Development, and Personal Social and Emotional Development.**
- Four specific areas of learning which build on the prime areas; **Literacy, Mathematics, Understanding the World and Expressive Arts and Design.**

Within these, the EYFS setting works to ensure that:

- Children develop the characteristics of effective learning including, playing and exploring, active learning, and creating and thinking critically.
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors.

### **Key Stages One and Two**

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

- **Academic** – English, Mathematics, and Science;
- **Linguistic** – Spanish;
- **Human and Social** - History, Geography, and Religious Education (RE);
- **Aesthetic and Creative Education** – Art and Design, Music, Dance, and Drama
- **Life Skills** – Personal, Social, Health and Citizenship Education (PSHCE), Philosophy for Children, Thinking Skills, and Relationships and Sex Education and Health Education (RSE);
- **Physical** – Individual and Team Sports, Gymnastics, and Extended Day Provision (Clubs);
- **Technological** – Computing, and Design and Technology (DT).

## **Equal Opportunities**

The curriculum at Watling Park School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we follow our Inclusion Policy to ensure the needs of all learners are met.

## **Safeguarding**

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work as well as by practitioners in their day to day practice.

Additionally, our PSHCE curriculum affords opportunities to be responsive to arising issues, and online safety awareness is taught throughout but particularly within the Computing curriculum. The principles underpinning our PSHCE curriculum development support our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty.

Relationships and Sex Education and Health Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance which came into effect April 2021. The school curriculum was reviewed and revised to ensure that this programme complements, but does not duplicate content covered in other subjects in the curriculum (e.g. citizenship, science, computing and PE). Further details can be found in the Relationships and Sex Education and Health Education (RSE) Policy.

## **Pupil Progress and Assessment**

Termly Pupil progress meetings help to determine if pupils are reaching the required milestones in relation to their own ability as well as national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo/Inclusion Leader for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS, the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile is provided to parents and Barnet Local Authority on request.

## **English as an Additional Language (EAL)**

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE. Many of our EAL children are beginners so quality first teaching provided in each year group takes this into account. Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms/environments/provide as additional interventions and support.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and may need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding possible support outside school, as well as being advised of in school support that can be provided. Where possible, we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### **Further Information**

Further detailed information on the subjects taught in each year group can be found in year group Curriculum Overviews as well as specific curriculum subject policies, which is available for download from the school website, or a copy may be requested from the school office.

Our Curriculum Intent, Implementation and Impact statement can be found below along with our Curriculum topic overview.

## Our School Curriculum – Intent, Implementation and Impact Statements

		@ Watling Park we...										LEARN, ENJOY, SUCCEED	
INTENT	Values	I CARE	Integrity		Confidence		Appreciation		Responsibility		Excellence		
		British	Democracy		Rule of Law		Individual Liberty		Mutual Respect		Tolerance		
	Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me						
	Vision	Broad, balanced and enriching	All achieve confidence and success		High quality, stimulating and ambitious experiences		Emphasise on core learning		Celebrate diversity				
		Key focus on ICT		Provide skills, knowledge and cultural capital		Develop independent, confident and successful learners		Promote high aspirations		Encourage positive contributions to the local community and wider society			
		Cultivate responsible future citizens		Develop academic success, creativity and problem solving		Encourage reliability, responsibility and resilience		Support physical development, well-being and mental health		Promote a positive life-long love and thirst for learning			
	Our Trust (BPET) Aims	Excellent Provision	Extended School Day	Meeting Pupils' Needs	Pupil Well-being	Supportive Pastoral Care	Excellent Conduct	Broad, Balanced Curriculum	Home Learning	Parent Involvement	Communication	Attendance	

### Our Curriculum Intent

Our **broad, balanced and enriching curriculum** is designed to ensure that **every pupil achieves confidence and success** through **high quality, stimulating and ambitious educational experiences**, that **emphasises core learning, celebrates diversity** and has a **key focus on Information and Communication Technology (ICT)**.

We aim to provide our children with the **skills, knowledge and cultural capital** to develop as **independent, confident and successful learners**, with **high aspirations**, who know how to make **positive contributions to the local community and wider society** as **responsible future citizens**. It ensures that **academic success, creativity and problem solving; reliability, responsibility and resilience**; as well as **physical development, well-being and mental health** are key elements that support the development of the whole child and **promotes a positive life-long love and thirst for learning**.

IMPLEMENTATION	Teaching	Nurturing, positive relationships	Expert subject knowledge	Clear learning journey	Builds upon prior skills and knowledge	Makes links/connections	High expectations	Less in more depth	Effective modelling	Accurate differentiation and support	Challenge for every child	Responsive			
	Learning	Rec.	Play		Exploration		Activity		Creativity		Questioning		Reflection		
		Y1-6	Independence		Perseverance		Interrogation		Critical Thinking		Resilience		Risk Taking		
	Breadth and Balance	Rec.	Communication & Language		Physical	Personal, Social & Emotional		Literacy	Mathematics	Understanding the World		Expressive Arts & Design			
Y1-6		Curriculum Drivers										Discrete Subjects		Well-Being and Spirituality	
		English <i>Power of Reading</i>	Mathematics <i>Power Maths</i>	Science	History	Geography	Art	DT	Computing	MFL: <i>Spanish Language Angels</i>	Music <i>Music Melody</i>	PE <i>Super Star Sports</i>	RE <i>Discovery RE</i>	PSHCE <i>Jigsaw</i>	Relationships & Health Education

	<b>Reading</b>	Daily phonics for early readers <i>Read Write Inc.</i>	Promote the love of reading	High quality texts	Texts carefully matched to age and ability	Tailored reading opportunities	Enriching vocabulary	Focused interventions	Challenge for fluent readers		
	<b>Inspiring Contexts</b>	Memorable	Meaningful	Real life contexts/ audience		Cross-curricular	Passionate teachers	Collaboration	Pupil voice		
		Engaging learning environment	Cultural capital	Integrated technology	WOW days/Hook	Visits, visitors and events	Outdoor learning	Extended day provision			
	<b>The Whole Child</b>	Inclusive	Equal rights and access	Celebrate academic success	Celebrate individual achievements	Timely interventions	Promote growth mind-set	Local, national and global links	Environmental awareness	Responsible future citizen	
	<b>Safeguarding</b>	Physical Health	Mental Health	First Aid	Online Safety	Anti-bullying	Anti-racism	Drug Education	Sex Education	Prevent (Anti-extremism)	Home, School and the Local Community

## Our Curriculum Implementation

Our curriculum has been carefully built and the learning opportunities and assessment milestones for each year group crafted to ensure a **clear progression**, along with the **consolidation and extension of key learning, knowledge and skills**.

The **learning journey** has been mapped out year by year, topic by topic. Subject specific content along with the allocation of sufficient time ensures that each subject is given the attention it deserves (and requires) so that pupils can **transfer key concepts into long-term memory** and then **recall and apply them fluently**. At every available opportunity, subjects are taught using a **cross-curricular** approach which offers **real life contexts** as well as helps children see the **links and connections** between ideas and allows them to apply learning in a **meaningful** and **memorable** way.

Our passionate teachers have **high expectations** and believe in **challenge for all**. They **cultivate nurturing, positive relationships** and use a **responsive** approach to **effectively model** as well as provide **concentrated differentiation/support** through the identification and correction of misconceptions. We empower our staff to construct their topics to best suit the needs of their pupils. Staff develop year group specific long-term curriculum maps to identify the learning journey for each topic and subject area. Whilst our short term plans are developed on a weekly and daily basis. These **integral in-depth conversations** are used to **understand content**, create a **supportive environment, maximise learning opportunities**, and **activate hard thinking**.

**Extra-curricular activities**, including themed weeks and immersion days, raise the profile of subjects in addition to providing children with **new experiences which enrich and deepen learning**. Through the **integration of technology** across all subject areas the school enhances teaching and learning, and **reduces any disadvantage due to socio-economic circumstances**.

Through **high quality texts, tailored reading opportunities** across the curriculum along with the exploration of **enriching vocabulary**, we promote a **love of reading** which is vital to achieving our vision of creating **responsible future citizens**. This, alongside the **endorsement of growth mind-set**, the **celebration of academic success as well as individual achievements**, and through the teaching of **safeguarding themes**, allows us to focus on the **well-being of the whole child**.

We have **five school values** which permeate all aspects of life at Watling Park School. These values are centred round the acronym: **I CARE**.

<b>IMPACT</b>	<b>Outcomes</b>	<p><b>Impact One: Emotional</b></p> <ul style="list-style-type: none"> <li>✓ Personal development is outstanding.</li> <li>✓ Children are happy and enjoy coming to school. They are engaged, keen to learn and see purpose in their learning.</li> <li>✓ Parents/carers are happy with the school and high proportions would recommend us to others.</li> </ul>	<p><b>Impact Two: Social</b></p> <ul style="list-style-type: none"> <li>✓ Behaviour and attitudes are outstanding.</li> <li>✓ Children demonstrate our vision and values in their learning, and in their behaviour in and around school.</li> <li>✓ Children learn to make the right choices for their safety, and the choices children make benefit the school and the local community.</li> </ul>	<p><b>Impact Three: Intellectual</b></p> <ul style="list-style-type: none"> <li>✓ The quality of education is outstanding.</li> <li>✓ Children consistently achieve highly, particularly the most disadvantaged and those with English as an additional language.</li> <li>✓ Children make at least expected progress and attain in line with or better than national expectations.</li> </ul>
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	<b>Evaluation</b>	National generated performance information about pupil progress and attainment.	Internal school self-evaluation and first-hand evidence of how pupils are doing.	Listening to a range of pupils read.	Discussions with pupils about the skills, knowledge and vocabulary taught.	External validation of judgements through school improvement partnerships and across our trust.
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## Our Curriculum Impact

Our curriculum provision **engages children, develops an inquiring mind** and **supports collaboration, creativity and unity**. We want our pupils to have **high aspirations for their futures**, and our curriculum equips them with the **skills, knowledge and vocabulary** that will enable them to reach these aspirations.

We use both **formative and summative assessment** information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the more able. Subject leaders have **mapped out the assessment milestones** for each phase and further broken these objectives down for each year group in each subject area.

Assessment information is analysed by class teachers, Subject Leads, the Assessment Lead and Head Teacher as part of our **monitoring cycle**. **Pupil progress reviews** are conducted half termly (formative) and termly (summative). This process provides the SLT and Governors with an **accurate and comprehensive understanding of the quality of education** in our school. We set out our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes: book scrutinise, lesson observations and/or learning walks, pupil/parent and/or staff voice. All of this information is gathered and reviewed. It is used to **inform further curriculum developments** and **provision is adapted accordingly**.

Our **well-constructed, well-taught** curriculum not only engages all children within the learning journey but also develops them as a **member of society** and leads to **good academic results**. All learning builds towards creating **well-rounded** individuals who have a **positive impact on the world now**, and leave with the **skills to impact our world for years to come**.

Whole School Curriculum Overview

	Autumn		Spring		Summer	
Reception	<b>Marvellous Me</b> 	<b>Celebrations</b> 	<b>Under the Sea</b> 	<b>Fur, Feathers, Feet</b> 	<b>Superheroes</b> 	<b>Once Upon a Time</b> 
Year 1	<b>Now and Then</b> <i>Toys ~ Changes</i> 	<b>Polar Opposites</b> <i>Arctic and Antarctic</i> 	<b>Moon Zoom</b> <i>Space</i> 	<b>Roots, Shoots and Wellington Boots</b> <i>Plants ~ Burnt Oak</i> 	<b>Towers and Turrets</b> <i>British Royalty</i> 	<b>D is for Down Under</b> <i>Australia</i> 
Year 2	<b>Land Ahoy!</b> <i>World Pirates</i> 	<b>Out of Africa</b> <i>Africa</i> 	<b>Mind the Gap</b> <i>London</i> 	<b>What's Your Superpower?</b> <i>Human Endeavours</i> 	<b>The Secret Garden</b> <i>Plants and Nature</i> 	
Year 3	<b>Roaming Romans</b> <i>Rome's Impact on Britain</i> 	<b>Extreme Earth</b> <i>Volcanoes and Earthquakes</i> 	<b>Rainforest Wonders</b> <i>Central and South America</i> 			
Year 4	<b>Crime Doesn't Pay!</b> <i>Crime and Punishment</i> 	<b>Dear Greenpeace</b> <i>Environmental Impact</i> 	<b>The Water Kingdom</b> <i>China [Asia]</i> 			
Year 5	<b>European Invaders</b> <i>Anglo-Saxons and Vikings</i> 	<b>Space Odyssey</b> <i>Earth and Space</i> 	<b>The New World</b> <i>North America</i> 			
Year 6	<b>Clash of the Titans</b> <i>Ancient Greece</i> 	<b>Righteous Royalty</b> <i>Events During their Reign</i> 	<b>Blue planet</b> <i>Evolution and Inheritance</i> 			

▪ Science is taught every term; either, where possible, incorporated into the topic content or as a standalone subject.