

Witton Church Walk Church of England Primary School.

Curriculum and Planning Policy 2023



'Where Every Door Is Opened and Every Gift Is Unlocked, sharing God's light, spreading God's love, following God's path'

Vision

At Witton we are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We all appreciate and value what it means to be a positive member of a diverse and multicultural community. Time is taken to value and nurture each child educationally, creatively and spiritually. Children and staff are encouraged to aim for *'Everyday Excellence'* and believe in themselves. Understanding and valuing their self-worth and the importance of their place and purpose in our community to be the person they are fully capable of being.

Intent

At Witton Church Walk the curriculum is designed to:

- To ensure the school's culture of equality and diversity is embedded in both the curriculum and learning
- Coherently embed detailed knowledge
- Sharp focus on recognising children's prior learning and build knowledge in long term memory
- Challenging reading and vocabulary is prioritised to ensure the best possible outcomes in a broad range of subjects across the curriculum.
- Provide first-hand experiences, both inside and outside the classroom.
- Allow the children to develop independence, confidence and a love of learning
- Build resilience and become creative, critical thinkers through the use of 'skill, will and thrill'.
- To embed the principles of 'My Happy Mind' into all aspects of the curriculum.

The ability to learn is underpinned by the teaching of basic skills, knowledge, rich vocabulary and Christian concepts and values. We constantly provide enhancement opportunities to engage learning. We believe that childhood should be a happy, investigative and an enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our curriculum prepares our children for the world in which they are creating and will inhabit; beyond the world they are currently in. The social, moral, spiritual, cultural and our Christian values, which are the foundations in our school, will be strengthened in our curriculum, enabling the children to understand the fundamental British values of democracy, the rule of laws, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our curriculum aims to develop their understanding and appreciation of diversity; celebrating what we have in common and promoting

respect for the different protected characteristics as defined in law Clear strategic planning allows the chosen project to be dynamic and adapt to the context of the school and children's needs. Providing them with a clear understanding of the possibilities and opportunities that there are for them in life.

Making connections and structured reflection of learning allows the children to make sense of experiences, celebrating and consolidating success, recognising strengths yet crucially learning from mistakes whilst integrating aspiration and reality, hope and experience.

Instilling an understanding of value, their self-worth and how important their place and purpose is in their community in order to be the person that they are fully capable of being.

Implementation

We have worked together to plan an innovative curriculum, which is broad and balanced. Our yearly coverage includes projects, which are relevant to the children, their locality and their wider world. Each teacher can personalise the curriculum according to the children's experiences and needs. We endeavour to broaden experiences using a flexible, intriguing curriculum that gives the children opportunities to discover new learning. The curriculum ensure that all subjects are of equal importance to ALL children. It is delivered in a timeframe that offers opportunities for our children to deepen their knowledge and acquire well-sequenced skills as they grow and continue their journey throughout school.

EYS, Key Stage 1, lower Key Stage 2 and upper Key Stage 2 work together to create a medium term plan for each project, where knowledge and skills for all subjects are carefully sequenced. Whole school projects will be planned to encourage the children across all age groups to work in unity and develop ideas through challenge and collaborative thinking. A short term plan will provide more specific detail on the teaching strategies and learning objectives for each lesson. The planning will be saved digitally, so staff can collaborate and these will be shared with parents and carers via emails and the school website.

In Key Stage 1 and Key Stage 2 evidence of the children's work is presented in individual creative curriculum books, named 'Our World, today, tomorrow and yesterday'. The front cover is designed by the children using a specific artist or art technique. The first lesson is introducing the new vocabulary, followed by a pre-knowledge assessment, allowing staff to address any misconceptions. There is then a clear sequence of lessons with evidence of the new knowledge, skills and vocabulary.

EYS use Tapestry to capture the children's learning – please refer to the EYFS Policy for more detail.

Enrichment days are planned throughout the year to provide the children with exciting opportunities for learning, giving them access to a broad bank of experiences, vocabulary and memories.

Impact

Coverage of the objectives for the curriculum are monitored by subject leaders and moderated internally and externally to ensure the teachers have a secure and deep knowledge of the curriculum in which they teach. Planning and evidence of pupils' work will be monitored throughout the year through observations, planning and book scrutiny, pupil voice, displays and learning walks. This will ensure we evidence the impact our curriculum is having on ALL our children's lives.

Impact is visible through –

- Ensuring the quality and quantity of work which is produced in English and Maths lessons is expected across the whole curriculum and is carefully monitored by subject leaders.

- The sequence of knowledge taught in Scientific Investigations, D.T, Art, Music, and Heartsmart are displayed in a class Big Book- 'Creative and Active learning'. These pages represent all children in the class, their small steps of progression along with their pupil voice.
- 'Working Walls' are used in each classroom to present learning for English, Maths and Science.
- 'Knowledge Walls' in each classroom will detail evidence of well-sequenced progression of skills, vocabulary and knowledge for Y1-Y6 and how these are transferable across different subjects within the project.
- Retrieval sessions at the beginning of each lesson will ensure that knowledge and vocabulary is transferred into the long term memory and built on in each lesson.
- The children will talk confidently about teacher's providing opportunities to be creative, think critically, become self-motivated to learn and promote enquiry and investigation using a growth mind-set.
- At the end of each term, the children will 'showcase' their new knowledge with parents and carers, by welcoming them into school for a sharing breakfast or an afternoon tea to celebrate their achievements, share books and sing knowledge based song.
- Alongside the characteristics of learning the children will use their 'Pit of Learning' to enable them to understand the importance of making mistakes in their learning and the power of thinking big! When acquiring new skills and knowledge this process will be of paramount importance.
- Teachers, staff and pupils will use praise and recognition for specific effort, enthusiasm and ability to evaluate own learning and depth of the curriculum. This depth will be built upon each year across all subjects.
- Metacognitive skills are essential for life-long learning, helping children to develop their own mind, opinions and perspectives which is vital for enriching a child's emotional well-being.

Planning

- We plan to provide a consistent, easily referenced framework to ensure all the children have access to a broad, balanced relevant curriculum which provides continuity and progression and takes individual differences into account whilst meeting the needs of the national Curriculum.
- Successful teaching and learning relies upon appropriate and relevant detail which not only identifies the intended learning objective, pupil task and area of study that the child is to follow but also ensures the progressive development of basic skills and concepts.
- Planning must incorporate the elements, so the key principles of our creative curriculum are embedded in all we do to ensure lessons:
 - Raise standards
 - Consistent across the Key Stage
 - Are relevant
 - Develop independent learners
 - Develop key skills
 - Are inspiring and memorable
 - Prepare children for the future
 - Engage the pupils and others
 - Ensure basic skills and vocabulary are expected across the curriculum

We believe:

- The main purpose of planning is to enable teachers to design and deliver well targeted sequences of differentiated lessons that allow pupils to make good progress against the National Curriculum or Foundation Stage Curriculum
- That planning is an important document that needs to be accessed by, and supports the work of, many adults working within the school but not be onerous
- Planning must be based on what children need to learn and not be activity based
- Planning is driven by assessment and up to date knowledge of each child's ability

Aims

- To provide a broad and balanced curriculum based on our small steps of progression for each subject.
- To set clear, challenging, achievable objectives
- To ensure work will enable the pupils to make good progress
- To challenge pupils through the use of quality marking using prompts to extend knowledge and understanding, assessment for learning to inform future planning and teaching assessments to ensure all pupils make good progress
- To ensure that work is matched to the pupils' abilities, experience and interests, taking into consideration the framework of the National Curriculum
- To ensure that there is progression, continuity and subject coverage throughout the school
- To develop assessment procedures
- To make provision for the evaluation of the teaching and learning and to use this to inform future planning
- To provide opportunities for pupils to research, investigate and work independently
- To ensure planned work is challenging for all pupils
- To retain, remember and reapply learning, making connections.

In order to provide consistency in teaching and learning throughout the school and to enable teachers to teach as effectively as possible, there is an agreed framework for long, medium- and short-term planning.

The Curriculum Development lead is responsible in the implementation of this policy and ensuring a broad and balanced curriculum is offered to our children.

Long term planning

Our curriculum framework reflects the requirements of the Early Years Foundation Stage (EYFS) framework which applies to children in Nursery and Reception and the National Curriculum for children in Years 1 to 6, although our whole school curriculum is entirely based on the EYF principles and Characteristics of Effective Learning

Long term planning reflects the appropriate parts of these documents and ensures there is full coverage with progression and consistency throughout our school. It makes explicit the broad, balanced curriculum which we offer our children at Witton Church Walk C of E.

Curriculum Planning

Each term, each key stage; EYS, KS1, LKS2 and UKS2 produce a curriculum planning PowerPoint. This web is split into these seven areas of the foundation stage curriculum and the characteristics of learning.

These themes are organised into three specific whole school focus' per year, on a two-year cycle, all based on high quality literature. Each year, the curriculum is personalised with enrichments and events, to allow the children to learn about events in the news, historic anniversaries and celebrations.

Medium term

Medium term plans involve a planned sequence of work for a subject or unit of work over a term or half term. The medium terms plans add detail to the progression of skills noted in the small steps of progression documents for each subject.

Subject leaders are responsible for –

- Checking the termly PowerPoint objectives are correct at the beginning of the term so any oversights can be rectified or improvements to planning can be suggested.
- Collecting evidence of coverage for their subject area
- Leading staff meetings to ensure all teaching objectives are being met and all staff are trained with the appropriate skills and knowledge to deliver the curriculum.
- Supporting new staff to understand expectations and model, coach if required.
- When monitoring has been completed feed back **MUST** be completed within 24 hours face to face with written feedback followed up within a week.
- During their subject monitoring time, leaders will meet with pupils to collect pupil voice and feedback a summary of their report to the class teacher, Jo Osborn and Kathryn Magiera within 10 days.
- Subject leaders have half a day class cover to monitor termly, staff meeting time is also used for subject specific monitoring. Please see monitoring timetable.

Short term planning

These are notes that are for each teacher to use to ensure they deliver the objectives from the medium term plans through differentiated approaches.

Staff in their ECT (and if teacher chooses to) in their second year of teaching will be required to complete detailed daily plans and evaluations which will be scrutinised fortnightly by their ECT mentor.

Teachers in their third year onwards will complete their daily plans in their planning journal. The planning journal for the teachers and teaching assistants belongs to the school and **MUST** be available every day for subject leaders and the HT to monitor if required. Lesson evaluations do not need to be written down – marking and brief notes in planner will inform future learning and professional judgments and dialogues will allow us to evaluate verbally.

During monitoring if subject leaders are concerned about progress, marking, pupil voice, appropriateness of small steps and delivery of teaching and learning then during the support process linked to PM Policy teachers will be asked to complete detailed daily plans on our proforma.

PPA

All Teachers with a timetabled commitment to teaching are eligible to 10% PPA. This is timetabled annually and where possible allows year group teachers to work together. The school respects teachers' professional judgement to determine how best this time is used so long as it is for Preparation, planning and/or assessment. It is also recognised that on many occasions the PPA time alone is not enough time to finish all the planning necessary for effective teaching and in this case, under the terms of the school teachers pay and conditions

document, teachers are expected to finish any outstanding planning, preparation or assessment outside of this time as is necessary to carry out their professional duties effectively.

Effective team work

To maximize children's potential and evidence accelerated learning, all members of the teaching team must be involved in the planning process at every level. Learning for the following day must be agreed and communicated to the whole team ready for the start of the school day. Subject leaders are responsible for ensuring the information in their subject folder 'Curriculum 2022' folder is up to date to allow access to all staff. This will save time planning.

Please read this alongside our 'Assessment' and 'Marking' Policies

Assessment

Teacher's assessment is ongoing. They will complete an assessment against the national curriculum at the end of each year and add data to the school tracking system, this will provide evidence for the continuous progress to be made year on year.

Subject leaders are responsible for ensuring that data has been updated for their subject area and for moderating and monitoring books and pupil voice, throughout the year to ensure progress is constant.

"Don't worry about failures, worry about the chances you miss when you don't even try."

Jack Canfield

Curriculum Model

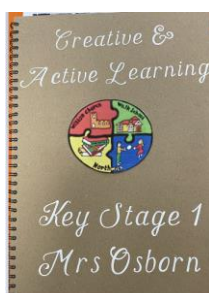
Key Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
English						
Maths						



Art and Design Key Stage 1	
Progression of knowledge	
Working knowledge	Range of skills
<p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p>	<p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p> <p>Use drawing, painting or sculpture to create and communicate ideas, experiences and feelings.</p>



English unit 2 - Traditional Tales (Spring) 8 Weeks			
<p>Read: Traditional Tales</p> <p>Read the story of the Three Little Pigs and the Wolf.</p> <p>Read the story of the Three Little Pigs and the Wolf.</p> <p>Read the story of the Three Little Pigs and the Wolf.</p>	<p>Write: Traditional Tales</p> <p>Write a story about the Three Little Pigs and the Wolf.</p> <p>Write a story about the Three Little Pigs and the Wolf.</p> <p>Write a story about the Three Little Pigs and the Wolf.</p>	<p>Draw: Traditional Tales</p> <p>Draw a picture of the Three Little Pigs and the Wolf.</p> <p>Draw a picture of the Three Little Pigs and the Wolf.</p> <p>Draw a picture of the Three Little Pigs and the Wolf.</p>	<p>Perform: Traditional Tales</p> <p>Perform a play about the Three Little Pigs and the Wolf.</p> <p>Perform a play about the Three Little Pigs and the Wolf.</p> <p>Perform a play about the Three Little Pigs and the Wolf.</p>



Long Term Plan- 2 year Rolling Program.

6 Over arching theme's across the whole school from EYFS-Year 6, based on relevant, engaging themes and quality literature.

Subject specific- Small steps document, detailing, knowledge, skills and vocabulary and end of Key Stage expectations. The objectives in bold are key assessments elements from prior learning that need to be revisited in the first lesson before new learning takes place.

Planning PowerPoint for each Key Stage

Planning for each subject includes sequenced lessons, identifying detailed small steps and vocabulary.

This is checked by each subject leader at the beginning of the term to ensure coverage.

'Our World, today, tomorrow and yesterday', book.

History and Geography book for each child, to showcase their sequenced learning, knowledge and vocabulary.

On the initial page the links to the national curriculum should be identified on a label.

The knowledge wall should be built upon each lesson and a final copy put ion the final page of each child's book and a copy on the last slide of the current planning slideshow.

Creative and Active Learning Book.

A big book for Art, DT, Music, Computing, PE, Heartsmart and scientific investigations, evidences the sequence of knowledge and skills, using photographs and anecdotes from the children.