



# Curriculum Policy

**‘Aiming high to achieve excellence and success by working together’**

**Aspiration and Intention**

**Implementation**

**Impact**

**Updated: September 2022**



## **Our Curriculum – Intention, Implementation and Impact**

We aim to live our mission statement 'Aiming high to achieve excellence and success by working together' by focussing on our aspirations for the learner and learning as set out below.

### **Curriculum Intention**

#### **Aspirations - The Learner (which includes us!)**

**We want our children to be:**

- Independent thinkers
- Resilient
- Self-motivated, engaged and active
- Creative
- Risk takers
- Physically strong and confident
- Respectful and empathetic

#### **Aspirations - The Learning**

**Our curriculum and teaching aims to maximise learning, so that our children will be academically and physically prepared for life in the next stage of their education, in modern Britain and the world, as it:**

- provides learning opportunities which are specific to pupils' needs (ensuring equality of opportunity and inclusivity) and empowers them to take their learning in any direction
- offers children holistic childhood experiences and opportunities that may be outside of their normal day to day life
- provides activities and learning experiences which are exciting and inspiring, that progress children's skills and knowledge and develops their creativity
- carefully scaffolds and sequences learning to enable children to be successful
- promotes a physically active lifestyle within the curriculum and beyond.
- models core values and behaviours

**The full outline of our curriculum intent, to which we apply our aspirations, for each subject area, is captured in our long and medium-term plans.**

## Curriculum Implementation

Our curriculum is implemented with our aspirations and intentions as the **drivers** behind our actions.

Below we give examples of how we deliver against each aspiration (intention) for learning.

- provides learning opportunities which are specific to pupils' needs (ensuring equality of opportunity and inclusivity) and empowers them to take their learning in any direction.

Our starting point is the child. In the Foundation Stage, staff visit pupils and parents in their homes to ascertain their interests, strengths and needs. In the Foundation Stage there is a combination of pre-planning, as well as responding in the moment and following children's interests. Elsewhere in the school, teachers make the most of opportunities to branch off and follow the interests of children and respond to the questions they ask.

Where pupils have additional needs (including SEN) our curriculum and approach to teaching and learning ensures all pupils are involved in experiences that are inclusive and, where needed, adapted to their needs.

By understanding our pupils and their needs well, we plan-in additional opportunities to help meet their basic needs and flourish. We regularly identify pupils that would benefit from additional opportunities, as well as academic interventions. For example: pupils who might not otherwise engage in physical activity or team games are targeted for specific clubs and activities; SEN pupils are involved in the 'School Games' (County Wide sports activity and competition); life skills are prioritised, with pupils engaged in activities such as shopping with real money in the community, catching the bus into town etc.

Staff constantly model equality of opportunity and inclusivity; our pupils respond incredibly well to this and support and include their peers incredibly well.

- offers children holistic childhood experiences and opportunities that may be outside of their normal day to day life.

Many of our pupils have many valuable experiences before starting school and during their journey through primary school but we recognise the experience of every child is different. Many of our pupils have never been on a bus, jumped in muddy puddles, been to the theatre or sat around a campfire. Forest School is an embedded part of what we do at Woodland Grange in the Pre-school, FS and Year 1. We attach great value to first-hand experience, with field trips and outings planned into the curriculum in every year group (including residential trips for Year 3 and 6). Swimming takes place in both the infants and Juniors. We train all our pupils to ride a bike safely. As a 'Food for Life' school, every year group, regularly involves children in preparing and cooking food. Many sporting and non-sporting clubs operate each week throughout the year. Provision during holiday times includes a range of extra-curricular activities, sporting and non-sporting.

- provides activities and learning experiences which are exciting and inspiring that progress children's skills and knowledge and develops their creativity

We are very proud of our creative, experiential curriculum which is motivating for pupils and engages them in their learning. It combines big ideas and interesting topics that grab pupils' interest and which, hopefully, inculcate a love learning.

For example, in the Foundation Stage pupils might respond to a sobbing and screaming, water-soaked mermaid in the playground who has been kidnapped by a mean pirate and just wants to go home to her friends, by writing a postcard to the pirate. Year 1 pupils investigate a crime scene following Goldilocks wrecking the classroom. Year 2 pupils will, first-hand experience what happens when buildings are too close to each other when they re-enact a great fire of London on the playground. Pupils in Year 3 will be visited by 'Boudicca' and encouraged to support her in her revolt against the Romans. Year 5 pupils become Greeks and fly like Icarus. Year 6 pupils bring stories to life by acting them out through the use of drama techniques.

We want our pupils to 'live' and 'feel' experiences. How can you write about going into battle until you've had a sense of the trepidation and fear of doing so.

- carefully scaffolds and sequences learning to enable children to be successful

Effective planning and teaching ensure provision supports pupils in their learning but is also appropriately challenging. IEP targets are carefully thought out to support children's progress.

Our long and medium-term planning maps out a progression of knowledge and skills across the school to ensure that learning builds upon what has gone before.

- promotes a physically active lifestyle within the curriculum and beyond.

We recognise the importance of being physically active and strong. From the earliest starting point at school (Pre-School or Foundation Stage) we place a high priority on developing children's core strength, balance and coordination, not least through our programme of Meaningful Movement. We help parents to support us in this aim by involving them in practical workshops with their children (Big Moves). We place an emphasis on physical activity and interventions for pupils who are struggling physically, which includes before-school targeted interventions three times a week. We have a very great uptake for clubs and sporting competitions. Swimming is prioritised in both key stages. Clubs operate, before, during and after the school day, including cycling (Woodland Wheelers) at the weekend. In 2020 we employed our own sports coach and can now offer, in-house, out-of-term time activity camps for a greater number of holiday periods.

- models core values and behaviours.

We want everyone, not least our pupils, to: show respect, empathy, thoughtfulness, humility, patience, trust, tolerance, friendship, determination, resilience; have an understanding of self-improvement, equality, freedom, peace and simplicity and; be able to demonstrate this in how they act and behave. We want our pupils to be curious, imaginative, optimistic and moral and to feel that they can make a positive contribution to the school and life beyond.

There is the strongest sense of mutual respect across the school, including between pupils and staff. Our reward systems, including our regular award assemblies, recognise and celebrate values and attitudes as well as learning behaviours (our Aspirations). Teachers make the most of opportunities to develop these attitudes and promote these values through their teaching and the opportunities presented through the curriculum and other activities our pupils engage in. We teach pupils to be respectful of others, including their cultures and religions. Over the years at our school, pupils will visit all the main places of religious worship and gain a good understanding of many faiths.

## The EYFS Curriculum at Woodland Grange

The EYFS curriculum at Woodland Grange is an ambitious curriculum. It is a progressive structure to ensure that children have the opportunity to access the curriculum and make the progress required to prepare for the next step in their educational journey. The characteristics of effective teaching and learning are at the heart of the children's learning and we use the Development Matters as a guide to support our skills and knowledge-based curriculum. We have a carefully planned curriculum which supports children to make sense of the physical world around them as well as the community they live in. Understanding the world has a clear alignment with early reading and high-quality texts have been chosen to promote the acquisition of new vocabulary, building a repertoire of a broad selection of stories, non-fiction, rhymes and poems to support reading comprehension and foster our culturally, socially and ecologically diverse world. Our curriculum themes are purposefully tailored to our cohort of children and they are relevant to the time of year and what is happening in the wider world to close the gap in their knowledge and skills. The EYFS curriculum builds the foundations of the bigger picture of the child's life both socially and academically.

At Woodland Grange the EYFS children learn through direct teaching input, adult led tasks and continuous provision. All are based on the skills, knowledge and the individual next steps of each child in order to move their learning forwards in a meaningful and practical play-based manner. The continuous provision is a valuable part of our curriculum and enhancements are added to curiosity, awe and wonder and children are given opportunities to apply their skills and knowledge. In our classrooms you will see adults interacting with the children through language rich conversations and this plays a crucial role in the delivery of the EYFS curriculum. Adults are on hand to follow the interests of the children during the continuous provision whilst skilfully teaching 'next steps'; continually assessing the impact of learning and the curriculum alongside the needs of the children. We continually identify gaps in learning throughout the year and the skilled practitioners will support the children in the moment with the gaps in their learning. We are extremely passionate about children developing a love of learning through a variety of rich learning experiences alongside excellent quality first teaching.

## Subject Area Implementation

### Legislation and Guidance

Our Curriculum Policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. Our Curriculum is based upon the National curriculum but with some adaptations (e.g. see table below for History, in which we take advantage of local opportunities).

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](#).

This policy complies with our funding agreement and articles of association.

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](#).

### 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)
- Minority ethnic groups

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.

### Roles & Responsibilities of the subject leader

Subject leaders will offer support and guidance for teaching staff. As part of their monitoring and evaluation they will ensure that the National Curriculum is covered sufficiently by year groups across the school and have an overview of

the quality of learning. They will identify areas for development as part of an annual action plan (subject area action plans are appendices to the SIP), seeking out or leading CPD for staff where needed.

There is a table for each subject but reading and writing are separated.

<p><b>Reading</b></p>
<p><b>Curriculum Aims</b></p> <p>At Woodland Grange we are proud of our cross curricular approach to learning which results in a fun, engaging, high quality broad and balanced education. Our aim is that our children become fluent life-long readers which is achieved through planned and sequenced lessons which challenge and develop the skills as outlined in the National Curriculum programme of study. Where possible, we strive to use cross-curricular links to select well-chosen texts which provide our children with the experience of a wide variety of texts and genres to support and challenge their developing reading skills alongside their spiritual, moral, social and cultural development.</p>
<p><b>Organisation &amp; Planning</b></p> <p>Through the school, reading is taught both discretely and through topic work building on a range of cross-curricular links where possible to ensure the development of skills and vocabulary across the lower and upper key stages.</p> <p>At Woodland Grange we teach a variety of strategies to develop decoding for some children in lower Key Stage 2 through phonics, as well as fluency, comprehension and inference. This is achieved through listening to individual readers, small group guided reading and whole class reading, class texts as well as through teachers regularly reading a class story aloud to their classes. Teachers use a variety of schemes to support planning. including Hamilton Trust, Mrs P Teach and the Literacy Shed.</p> <p>In the FS and KS 1 there are distinct sessions for the teaching of phonics, which take place daily following Rocket Phonics.</p> <p>We promote reading for pleasure through using excellent well-chosen texts which provide cross curricular links and rich discussions. Sharing and communicating with parents and carers about the reading in our classes through Reading Diaries. Alongside regularly updating our classroom book shelves and library supplies. Our termly Reading Champions assemblies, along with Book of the Week, empower children to recommend their favourite books to their peers encouraging the discussion and exploration of range of texts promoting a reading ethos across the school. Participating in National events including Roald Dahl Day, World Book Day and Poetry by Heart, to name a few, ensures that reading is continually emphasised in our school community.</p> <p><b>EYFS Reading</b></p> <p>Within the EYFS phonics is taught daily following Rocket Phonics. Reading books follow the order of sounds taught, with guided reading taking place fortnightly, alternating with individual reading. Shared Reading sessions specifically teach reading skills within a whole class context and are planned weekly. Pre-School children experience Phase 1 phonics through carpet sessions and continuous provision.</p>
<p><b>Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)</b></p> <ul style="list-style-type: none"> <li>• NFER termly assessments inform teacher assessments (teacher assessment termly into DcPro – in Yr 1 NFER only in summer term)</li> <li>• Learning walks to monitor the teaching of reading as well as the promotion of reading through classroom displays.</li> <li>• Resource audits to ensure books are current, desirable and link with the curriculum, children's interests and cover a wide range of text types.</li> <li>• Pupil discussion and interviews to understand their experience of reading both at school and at home to enable us to encourage the continuous development to support a life-long love of reading.</li> <li>• Year 1 reading is monitored by the class teacher half termly (one to one read) – all other reading in Year 1 is delivered in guided reading and shared reading</li> <li>• Year 1 Phonics test in summer term (repeated in Year 2 for children who don't meet standard)</li> <li>• Phonics intervention work in Yr 3 for pupils not meeting age related expectations.</li> </ul>

## Writing

### Curriculum Aims

At Woodland Grange Primary School, we believe that literacy and communication are key life skills. Through a broad and balanced writing curriculum, we will help children to develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Our English curriculum is planned and delivered based on the current National Curriculum requirements, ensuring a progression of skills and attainment across Key Stages and Year Groups whilst also offering challenge and support when required. Literacy units link to creative curriculum themes to promote cross curricular learning. Some aspects of writing are taught discretely.

### Organisation & Planning

Each Year Group studies different genres of writing across the year and these are available to view on our curriculum maps. Children are exposed to examples of each genre and examine the features closely. This can also provide stimulus for the children's own writing. Other stimuli for writing might come through a carefully selected picture, a video clip or a piece of music.

Shared and modelled writing takes place within writing lessons. This allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing. Children's writing will often follow a specific model or structure and they will be introduced to various planning formats. Written-work across the curriculum takes place individually, in pairs and in groups. In some instances, a class write will be completed.

In KS 1 there is a creative and thematic approach with separate sessions, in Year 2, for the teaching of Grammar, Punctuation and Spelling. In Year 2, spellings go home regularly – these cover spelling patterns and the Common Exception Words from the national curriculum in England – English Appendix 1: Spelling.

In the new English curriculum, grammar, punctuation and spelling play a key role in the children's writing. In Key Stage 2 children have weekly dedicated time to be taught spelling, punctuation and grammar rules and are given focused tasks to practise. These skills are referred to during writing tasks and children are encouraged to integrate their punctuation, grammar and spelling learning within all aspects of their writing. All year groups in Key Stage 2 follow a common Twinkl spelling programme and weekly spellings are given as homework for children to practise which are then tested the following week. Cursive style handwriting is taught which is linked to the weekly spelling focus. Handwriting pens are used by all children from Year 3 upwards.

Checking and editing skills are an important part of the writing process, enabling the children to reflect on and evaluate their work either through self-assessment or peer assessment against certain success criteria. Children are taught how to develop these skills throughout the Key Stage. Regular teacher assessment takes place throughout the year.

Early morning recap sessions, when the children first arrive, provide additional time for children to be taught and practise their weekly spellings and key grammar and punctuation rules.

### EYFS Writing

Writing is taught during phonics sessions and discrete handwriting activities. Planned sessions are based on Write Dance, Meaningful Movement and The Little Book Gross Motor for the development of physical handwriting skills. Story scribing is a daily feature, addressing each individual child's ability 'in the moment' and shared writing sessions are planned in each day. Story scribing helps develop children's vocabulary, as well as the use of story card sessions overtly teaching the language of storytelling. Adults ensure that writing is purposeful and plan writing opportunities to capture the children's interests for both guided writing sessions and within the daily provision (such as role play and small world area) where the adults can plan in the moment to extend language skills.

### Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)

- GAPS NFER assessments from Yr 3 upwards



- OLP writing grids half-termly throughout school (Yr 1 upwards)
- TAF grid for Y2 in conjunction with end of KS1 SATs
- Annual moderation and assessment using No More Marking (Yr 1 upwards)
- DCPPro updated termly with teacher assessment – writing and GAPS
- The EYFS leader is part of a group of professionals working to increase physical readiness for learning, alongside Loughborough University
- Links to Oadby Learning Partnership (EYFS and SLE) which involves regular moderation and participation in research groups.

## Maths

### Curriculum Aims

At Woodland Grange, our aim is for children to develop an appreciation of Mathematics as a creative and highly interconnected subject. We want children to understand that it is essential to everyday life, critical to science, technology and engineering, and necessary for many aspects of their future adult life. We deliver a high-quality mathematics education which provides: a foundation for understanding the world; the ability to reason mathematically; an appreciation of the beauty and power of mathematics; and a sense of enjoyment and curiosity about the subject.

We teach Maths using a mastery framework; the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material have opportunities to consolidate their understanding, including through additional practice (such as pre-teaching or intervention), before moving on.

### Organisation & Planning

As we follow a mastery approach, planning comes from the White Rose teaching blocks, alongside the Department for Education guidance 2020. We ensure that all units are covered by the end of the academic year. Pupils have opportunities to demonstrate a deep, conceptual understanding of the topic and build on this over time. Mastery is a journey and long-term goal, achieved through exploration, clarification, practice and application over time. Staff and children understand that Maths is not about just being able to memorise key facts and procedures. Pupils should be able to select which mathematical approach is most effective and efficient in different scenarios.

Maths is taught daily in KS1 and 2, the week often comprising of 4 lessons that are planned to meet objectives and small steps from the current unit of work (e.g. fractions), and 1 lesson which focuses on key facts, such as number bonds, times tables, known facts or arithmetic.

Teachers use the White Rose premium subscription to inform the planning of daily lessons; these provide high-quality, structured lessons which meet the 3 aims of the curriculum (fluency, reasoning and problem-solving), as well as resources that follow and support the mastery approach. With covid's impact on children's education, we also use the ready to progress materials from NCETM and White Rose to help teacher's prioritise key areas of learning. To further supplement the teaching of maths, teachers may also use Nrich, NCETM and Gareth Metcalfe resources.

### EYFS Maths

Maths is taught with a combination of carpet sessions and access to mathematical activities within the continuous provision. EYFS staff ensure that children are completing maths tasks within the provision and ensuring application of taught skills across all areas learning. Teaching is based on the Mastery approach. Planning comes from the NCETM mastering number scheme. Pupils will build on previous experiences of number from their home and nursery environments, and further develop their skills with the aim to equip all children with a deep, secure and adaptable understanding of mathematical concepts. Building these foundations will allow the children to understand and answer the how and why, with the ability to apply this to more complex maths as they move further up the school.

**Roles & Responsibilities of the subject leader (additional to the general statement for all subjects) including monitoring**

The subject leaders will offer support and guidance for teaching staff. They will ensure that the National Curriculum is covered sufficiently by year groups across the school. They will identify areas for development as part of an annual action plan, preparing and leading inset for school staff. The subject leader will also look for CPD opportunities within their own subject area e.g. workshops and CPD provided by the maths hub.

**Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)**

Rising Stars tests (Yr 1 upwards) are used to inform teacher assessment (in Yr 1 NFER tests only in summer term). Additionally, there are end of Key Stage assessments in years 2 and 6.

Learning walks monitor aspects of teaching and learning and, for example considers how the classroom environment supports the teaching of maths e.g. prompts, vocabulary etc.

Resource audits are undertaken to ensure materials and manipulatives are available.

We carry out book and work scrutiny in year groups, across the key stage and whole school, as well as with other schools in the MAT to ensure high expectations challenge and support for all our children.

Pupil discussion is used to understand children's experience of maths both at school and at home

Regular year group moderation in EYFS.

**Computing****Curriculum Aims**

Our computing curriculum uses the Teach Computing units to develop key skills and ensure comprehensive coverage of the subject. Each unit is based around the National Centre for Computing Education's taxonomy. Strands that cover each aspect of the subject. These include: algorithms, computer networks, data and information, software tools and programming. Each unit includes elements of e-safety such as understanding risks and personal safety when online. These elements are also covered in our PSHE curriculum. We also ensure that key e-safety messages are constantly reinforced through assemblies and parent meetings and workshops.

**Organisation & Planning**

Each year group's computing units are non-sequential, with the exception of the 2 programming units which build and develop key skills and knowledge. They follow the National Curriculum for computing and also have cross curricular links to other subjects. Overall, the curriculum is a spiral. Each theme is regularly revisited during the year, which in turn, builds upon prior knowledge and allows the children to revisit key learning, ensuring they forget less.

Each year group has access to the computer suite each week and also has access to mobile devices which can be used in the classroom.

**Computing in the Early Years**

Despite not being explicitly mentioned in the EYFS statutory framework, there are many opportunities for children to use technology, solve problems and produce creative outcomes. Children still use the computer suite for a discrete computing lesson as well as using technology in the EYFS classroom including controllable toys.

**Roles & Responsibilities of the subject leader (additional to the general statement for all subjects)**

To raise the profile of computing across the school, the subject lead runs a 'Code Club' to offer pupils the chance to further develop their programming skills and knowledge.

**Religious Education****Curriculum Aims:**

Our aim is to ensure that the children develop secure knowledge and awareness of the world around them. The spiritual, moral, social and cultural elements of Religious Education not only contribute to the holistic development of our pupils at Woodland Grange but the understanding of those in the wider community. We encourage children to ask questions about the world and reflect on their own beliefs, values and experiences. The pupils are expected to receive 1 hour per week of high-quality teaching.

### **Organisation & Planning**

The school follows the Leicestershire Agreed Syllabus for RE. Each year group has a focus on termly questions taken from the SACRE long term plan, to allow thorough learning of a specific area within Religious Education. To enrich the learning of RE at Woodland Grange, the children are encouraged to handle artefacts, explore sacred texts, replicate and create music or art. A local Reverend takes regular assemblies alongside a lay-preacher. Children and staff are encouraged to take part in as well as lead celebratory assemblies (Diwali, Chinese New Year, Eid).

### **EYFS RE**

RE is taught in EYFS through weekly, discrete lessons. Planning is devised by the teacher but based upon the questions from the Leicestershire RE Syllabus. Lessons are taught in a carpet session style and are mainly based around conversation. Annual festivals are celebrated (Diwali, Christmas, Chinese New Year, Eid) with more in-depth learning with a week of planning around them, enabling more in depth learning through an immersive environment.

### **Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)**

Teachers are expected to record learning through 'RE Topic book', documenting the class' learning through work and annotated photographs. These are to be monitored through regular topic book scrutiny. Resource audits will take place to ensure resources are up to date and in good condition. These will take place and be monitored by the subject leader.

## **Design Technology**

### **Additional legislation and guidance**

We refer to [CLEAPSS - Technology](#) and [CLEAPSS - Primary](#) for Health and Safety guidance related to DT.

### **Curriculum Aims**

The national curriculum for Design and Technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **Organisation & Planning**

Design and Technology (D&T) is a vital part of our curriculum as it helps to prepare children to deal with tomorrow's rapidly changing world. D&T, where possible is linked to the current topic being taught in the classroom and provides children with a real-life context for learning. The children will work towards end goals following the principles of the 3Ss – Make 'Something' for 'Someone' for 'Some Purpose'.

A Design and Technology unit will be taught in each year group, once a term. In Key Stage 1, the areas covered are: Mechanisms, Structures and Food and Textiles. In Key Stage 2, these areas will be built on further with the teaching of: Mechanical Systems, Electrical Systems, Structures and Food and Textiles. Where appropriate, we make links with famous engineers and designers, so the children can see technology in action. Children have the opportunity to use a range of tools and equipment and are taught how to use these safely and effectively.

The skills and knowledge learned in D&T link in with learning across the curriculum. For example, knowledge about the properties of materials helps in Science and the practice of measuring accurately helps in Mathematics.

Teachers follow the 'Projects on a Page' scheme which are supplied by the Design and Technology Association to support them with their planning.

Whole class or smaller group cooking sessions are also taught additionally where this links in with the current topic taught. All children have a chance to prepare and cook a nutritionally balanced dish multiple times at throughout their time at Woodland Grange

#### EYFS DT

Design and Technology is a key part of children's learning in EYFS. This is often taught entwined within topics eg. Gruffalo Crumble (The Gruffalo), Fruit Kebab (The Hungry Caterpillar) but is also available within the environment. The creative table offers regular D&T opportunities such as scissor skills and junk modelling. Through planning in the moment, it allows the child to be fully engaged with the process of their model/creation.

## **P.E.**

### **Additional legislation and guidance**

We refer to [www.afpe.org.uk](http://www.afpe.org.uk) for Health and Safety guidance related to PE and work to guidance created by Swim England. We work closely with LSLSSP (Learning South Leicestershire School Sport Partnership) for training and competitions.

At Woodland Grange Primary School, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

### **Teaching and learning**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

The children receive 2 hours of PE a week, an indoor and outdoor session. These sessions are taught by the school's sports coach (supported by the class teacher) and the class teacher. Children also participate in Forest school (EYFS) and Swimming (Y2 and Y4), these contribute to their 2 hours of PE. Before and after school clubs (Energise, Big Moves, Aspiration Active) are provided to specific children, with sessions tailored to support development physically and socially. There are other clubs available for all children to attend.

As a school we are part of the Leicestershire Schools Sports Partnership, who provide a wide variety of competitions and festivals, varying from SEN, development and excel. We regularly compete and children enjoy representing the school. We hold a yearly sports day in the summer term; this is an inclusive day in which children win house points to contribute to the overall winning house. Throughout the year, we hold in house competitions which are ran by our Sports Ambassadors, in which children participate at break and lunch times. Sports leaders run daily activities for children to join in with during the school day.

## **EYFS**

We encourage the physical development of our children in the preschool and reception classes as an integral part of their learning journey; we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and record this using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

## **Monitoring and Reviewing**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.
- Liaise with the PE network and external providers
- Works closely with the schools sports coach

The quality of teaching and learning in PE is monitored and evaluated by the subject leader as well as the senior leadership team.

## **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible, they are unable to participate in the physical part of PE (unless the piercing is new and therefore should be taped by parents). Our School provides an appropriate PE kit for all children and keeps spare sets in school.

- Pupils are asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. We refer to [www.afpe.org.uk](http://www.afpe.org.uk) for Health and Safety guidance related to PE and work to guidance created by Swim England.

<b>Personal, Social, Health, Citizenship and Relationships Education</b>
<b>Additional legislation and guidance</b> Membership of the PSHE Association.
<b>Curriculum Aims</b>  Our PSHE curriculum aims to support students' moral, social, cultural, physical and spiritual development. This is achieved by developing pupils' awareness of themselves, those around them and wider society, supporting them to develop the qualities and attributes required to be healthy, considerate and active citizens. We aim to ensure that sex education is taught at an age-appropriate level, considering the physical and emotional maturity of the students and ultimately enabling them to feel prepared for puberty and the changes it will bring. We recognise our statutory responsibility to safeguard pupils, and therefore ensure that all children are able to identify abusive behaviour. We provide pupils with knowledge of how to seek help if they are experiencing or noticing abuse, as well as the confidence required to do so. We also aim to ensure that all children develop an understanding of British Values and their importance within our society.
<b>Organisation &amp; Planning</b>  We use the Twinkl Life scheme of work, taken from the PSHE Association scheme which is based on the National Curriculum. This identifies the key concepts, skills and attributes that are developed through PSHE education. The Twinkl Life scheme is organised into three main sections: Health and Well-Being, Relationships, and Living in the Wider World, with each of these sections containing four units of work. We ensure that learning is organised appropriately across year groups – two units from each main section are taught across Years 1, 3 and 5, with the remaining units taught across Years 2, 4 and 6. This allows children to experience a varied curriculum, whilst also ensuring there are opportunities for progression of their knowledge and understanding. British Values are explicitly taught as part of PSHE lessons (such as during the 'Respecting Rights' unit of work), and also regularly discussed during assemblies.  <u>EYFS PSHCE</u> PSHE is constantly occurring within the EYFS classroom, where there is continuous focus on developing the child as a whole. The desired progression of pupils' personal, social and emotional development over the course of the year is organised under three headings: Self-Regulation, Managing Self, and Building Relationships. Evidence of the teaching of these skills can be seen in the classroom on a near-constant basis, whether this is as part of a carpet session or occurring through play support from our skilled practitioners.
<b>Roles &amp; Responsibilities of the subject leader (additional to the general statement for all subjects)</b> <ul style="list-style-type: none"> <li>• To canvas student awareness and attitudes towards British Values to establish their understanding of this.</li> <li>• To support the Well-Being Ambassadors in their role, providing them with opportunities to promote positive mental health across the school.</li> <li>• To establish an Eco Council that encourages children to play an active role in their community.</li> </ul>
<b>Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)</b> <ul style="list-style-type: none"> <li>• To liaise with the external organisers of the well-being ambassador training.</li> <li>• To signpost members of staff towards relevant CPD opportunities, particularly regarding British Values.</li> <li>• To monitor pupils' developing understanding of British Values and their Personal, Social and Emotional development, looking for opportunities to develop these further.</li> <li>• To discuss the PSHE curriculum with teachers and pupils, including looking through books to ensure teaching aligns with the PSHE overview document.</li> </ul>

<b>History</b>
<b>Curriculum Aims</b>

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Organisation & Planning**

At Woodland Grange, we recognise that a high-quality history curriculum has a key role to play in creating the informed, critical attachment of our children to modern British values and society as a whole. We achieve this through creating the feeling that young people belong and can participate in national life, with a secure knowledge of historical concepts and events that have shaped society. Our carefully curated history curriculum blends and balances diversity across a vast period of time, giving children a strong sense of cultural identity - on a national and global scale. Throughout all of our history units, children are given ample opportunity to reflect on the importance of their learning.

History is taught as a discrete subject at Woodland Grange, with a meaningful focus on developing the substantive and disciplinary knowledge of *all* children.

We have developed an engaging curriculum that encourages children to improve their critical thinking skills, giving them a deeper understanding of historical analysis and enabling them to further develop their understanding of how historians construct accounts (and why these accounts may change over time).

In Key Stage 1 and Key Stage 2, children will study: key periods in British history, local history, significant historical figures, and ancient civilisations. Knowledge progression from Year 1 to Year 6 is meticulously planned in order to provide children with the ability to tackle the abstract concepts of tax, invasion, empire and trade. Our learners will leave KS2 with the knowledge that enables them to speak confidently about these concepts, and the ability to apply that understanding to new material in KS3 - and beyond. Every child will finish Key Stage 2 at Woodland Grange with a clear 'mental timeline', secure in their chronological knowledge of the past.

### **EYFS History**

In Foundation Stage, our learners begin to make sense of their own life-story, and their family's history, through a variety of engaging tasks. This includes reflection on how they have changed as individuals – from preschool to present day – and how they will change over the course of their Foundation Stage year. Children are introduced to the idea of contrast and comparison, using familiar characters from stories (including figures from the past) to construct and communicate their opinions.

## **Science**

### **Additional legislation and guidance**

(CLEAPSS) <http://science.cleapss.org.uk> used as guidance for health and safety precautions needed for practical work.

### **Curriculum Aims**

Science learning at Woodland Grange is taught using *Snap Collins Connect Science* which is a scheme of work based on the National Curriculum programmes of study for each year group. The units are carefully planned in progressive blocks of both core knowledge and working scientifically skills. Our weekly science lessons are taught through enquiry-based learning. Where possible, lessons are taught through connections to the topic children are studying. The successful approach of cross-curricular and thematic learning results in a fun, engaging, high-quality science education, that provides children with the foundations and knowledge for understanding the world. Our engagement with the local environment ensures that children learn through varied and first hand experiences of the world around them. Frequent, continuous and progressive learning outside the classroom is embedded throughout the science curriculum. Through various workshops, trips and interactions with experts, children have the understanding that science has changed our lives and that it is vital to the world's future prosperity.

Working Scientifically skills are built-on and developed throughout children's time at the school, including building links with the local secondary schools, so that they can apply their knowledge of science when using equipment, conducting experiments, building arguments and explaining concepts confidently and continue to ask questions and be curious about their surroundings.

The curriculum design at Woodland Grange encourages creative thinking whereby pupils are challenged to think about a variety of alternative ways in which experiments can be set up and carried out. Where possible the method used for practical work is analysed and suggestions for improvements (e.g. how to make it a fairer test) is encouraged from the pupils.

### **Organisation & Planning**

In Key Stage 1, Science is taught through a range of cross-curricular and thematic approaches, including play-based exploring in Year 1 supporting and developing children's natural curiosity. Children are exposed to a range of learning experiences through carefully planned sessions developing and scaffolding on previous learning; both within the classroom and outside. Children have the opportunity to learn either within whole class sessions or in small groups. Children learn through first hand experiences to develop real learning of the world around them. They are able to question and evaluate and explain their experiences through a range of structured and open-ended investigations enabling them to reach beyond their potential.

In Key stage 2, Science is taught, where possible, through topic, building on cross-curricular links. The skills within 'Working scientifically' are core to planning detailed scientific enquiries that enable children to plan, carry out and analyse the results and validity of experiments in greater depth.

Science across the school scaffolds learning to ensure clear progression for each area of Science taught. The Science Skills and Knowledge Progression grids from the Foundation Stage through to Year 6 detail the learning that children have covered across each year ensuring best possible coverage and progress for each child; equipping them with a much deeper understanding of the world around them.

### **Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)**

- DCPPro updated at the end of each year with a teacher assessment
- Pupil and Teacher assessment at the end of each module.

## **MFL – French**

### **Curriculum Aims**

'Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.'  
(National Curriculum Languages Programme of Study)



Pupils in Key Stage Two at Woodland Grange Primary School learn French as an additional language. We teach a curriculum that enables our pupils to become effective users of language and show an understanding and respect of different cultures in our local, national and global communities. Modern Foreign Language (MFL) lessons give children opportunities to express themselves in another language and to understand and respond both verbally and in writing. They also provide opportunities to explore and appreciate stories and songs in the target language. Ultimately, MFL lessons at Woodland Grange aim to provide a firm foundation for further language-learning, equipping children with the skills that they need in order to become life-long language learners, both for the pleasure that can be derived from doing so, and for the practical purpose of equipping pupils to study and work in other countries. Through the teaching of high-quality French lessons at Woodland Grange Primary School, we aim to:

- Ensure that children in Key Stage Two have the opportunity to study French as a foreign language over four years.
- Teach vocabulary and linguistic structures and skills informed by the National Curriculum: Listening, Speaking, Reading, Writing (as well as Cultural Understanding).
- Enable children to ask and answer a range of questions about themselves, which would allow them to address a French speaker and exchange simple, personal information.
- Create opportunities for children to manipulate language, drawing on their knowledge of increasingly complex sentence structures so that they can understand spoken and written French by joining in and responding.
- Develop resilience in language learning as well as enjoyment of it through a challenging scheme of work and the opportunity to make, and learn from, mistakes in the target language.
- Develop the skill of how to use a bi-lingual dictionary to decode unfamiliar language.
- Acquire language learning strategies for memorisation and retrieval as well as for listening, reading and understanding.
- Speak in sentences, with increasing confidence and fluency, using familiar vocabulary, phrases and basic language structures.
- Explore and appreciate the patterns and sounds of language through stories, songs, rhymes and poems.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- Develop accurate pronunciation and intonation when they are reading aloud or using familiar words and phrases by teaching the basics of phonics in French.
- Write phrases of varying lengths to express ideas clearly and describe people, places, things and actions.
- Enable children to draw comparisons between French and English (or their home language) vocabulary, using their knowledge of cognates and near-cognates to decode unfamiliar language.
- Encourage children to draw comparisons and differences between French and English (or their home language) grammar, syntax and sentence structure, both as a tool for developing their understanding of the French language and their understanding of English.
- Understand and use basic grammatical structures including feminine and masculine and how these differ from or are similar English.
- Enable children to understand their place in the wider world and have a deeper understanding of cultural differences and similarities.
- To lay the foundations for further language study in Key Stage 3.

### **Organisation & Planning**

The curriculum we follow is based on the guidance given in the National Curriculum and uses the Rigolo scheme of work as a basis as well as Sue Cave language resources and Physical French Phonics System. French is taught by a member of the school's teaching staff who is a French speaker.

- French club is offered to year 1 and 2 one lunchtime a week run by Teaching Assistants.
- Year 3 are taught for 1 hour every other week by the French teacher.
- Years 4-6 are taught for 40min - 1 hour every week by the French teacher depending on Year group.
- Weekly planning is carried out by the French teacher to ensure progression throughout the Key Stage.
- Assessments are carried out at the end of every second unit in Key Stage 2.

Initially, pupils who join our School with EAL have support learning English. When they become more confident and are ready, they then participate in French lessons.

<ul style="list-style-type: none"> <li>• SEN pupils join French lessons and the work is differentiated accordingly unless they have specific areas they need support with out of the classroom.</li> </ul>
<b>Roles &amp; Responsibilities of the subject leader (general for all subjects)</b> <ul style="list-style-type: none"> <li>• To set out long, medium and short- term plans for Key Stage 2.</li> <li>• To monitor what is taught in Key Stage 1 French clubs.</li> <li>• To support and encourage class teachers to include and use French wherever possible.</li> <li>• To monitor progression throughout Key Stage 2 and look at how French develops in Key Stage 3.</li> <li>• To attend relevant MFL meetings and training.</li> <li>• Termly Teacher Assessment of pupils and yearly reporting to parents.</li> </ul>
<b>Monitoring Arrangements</b> <ul style="list-style-type: none"> <li>• <b>Use of Rigolo assessments</b></li> <li>• <b>Teacher Assessment</b></li> </ul>

<b>Art</b>
<b>Curriculum Aims</b> The national curriculum for art and design aims to ensure that all pupils: <ul style="list-style-type: none"> <li>• produce creative work, exploring their ideas and recording their experiences</li> <li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li> <li>• evaluate and analyse creative works using the language of art, craft and design</li> <li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</li> </ul>
<b>Organisation &amp; Planning</b> Art is taught through our thematic approach but taking account of the skills that need to develop as the children move through the school, as highlighted in our curriculum folders. Art is taught in a cross curricular way and linked to the current topic being taught in the classroom. Each year group will cover different skills and artists, they will notify the art lead when these change to ensure a wide coverage. They will use sketchbooks if appropriate. Children will have the opportunity to use a range of resources and materials. These resources are checked regularly to ensure they are safe and fit for purpose. <u>EYFS Art</u> Art is taught to the children as well as having it available throughout the day, where the children can implement the skills they have learnt. Children are taught how to hold a paint brush, using colours for purpose, mixing colours as well as how to make a collage or Papier Mache. There is a focus on artists such as Vincent Van Gogh, Paul Klee and Henri Matisse which are linked to topic learning.
<b>Monitoring Arrangements specific to subject (further information on monitoring in 'Impact' section)</b> Display boards around the school are allocated to different year groups to showcase their art and other subject related work. Art lead will review coverage with each year group to ensure a wide range of skills and artists are covered. Art lead will gain evidence of art work in a scrapbook from different year groups.

<b>Geography</b>
<b>Curriculum Aims</b> The geography curriculum at Woodland Grange is taught following the Bloomsbury Curriculum book Teaching Primary Geography as a guide which is matched to National Curriculum (NC) objectives and statutory

requirements. The suggested sequence of learning has been tailored to enable the children to make links to other areas of the curriculum as well as to make the knowledge taught progressive. It aims to foster a love of learning and an appreciation of the natural world by allowing the children to be active and enquire. Throughout their time at Woodland Grange, children are equipped with a ground understanding of geographical skills including: map and atlas work, use of compasses, and digital mapping.

As the children progress through the school, they develop their knowledge of places and locations and compare areas looking for key geographical similarities and differences. Through fieldwork and engagement with the local area, children gain an understanding of human and physical geographical features. These skills develop in complexity. For example, in Year 1, children study their school grounds and their local area and through fieldwork they look for key human and physical features including different types of buildings. Further up the school, for example in Year 6, children use this foundation to study Jamaica as their region of North America. Here, they will explore similarities and differences between the UK and Jamaica and use resources such as atlases to identify features such as mountain ranges.

Geography teaching is carefully planned to ensure a progression of skills and knowledge. Key vocabulary and core knowledge is considered for each topic to ensure that learning is progressive and that children are equipped with sufficient subject knowledge to allow them to be successful in their future endeavours. Each unit of work in geography has been mapped out across the school alongside the History curriculum to strengthen learning and enable links to be made. For example, children are able to deepen their understanding of geographical concepts like hot and cold places in Year 2 through the study of significant explorers. They can apply their understanding of the equator and hot and cold regions alongside their study of Ernest Shackleton which gives them opportunities to revisit their learning and commit this to their long-term memory.

### **Organisation & Planning**

In both KS1 and KS2, Geography planning for the medium and long term acknowledges the aims of the NC and aims to expand upon these in order to broaden the experiences of the children at Woodland Grange. Teaching is adapted where possible to reflect the local area and opportunities are planned, for example trips out of school, for children to observe first-hand different geographical features.

Through child-led and hands-on learning, all children are scaffolded to attain an understanding of the world around them. Knowledge and vocabulary are carefully sequenced to allow children to develop their knowledge in manageable steps. Across the school, links can be made to prior learning to enable children to embed their knowledge and use this as a hook for future learning. An understanding of geographical features relies upon first-hand observation and experiences and practical learning is encouraged in both KS1 and KS2. As with other areas of the NC, Geography teaching can be adapted to relate to current events to make learning more meaningful.

### **EYFS Geography**

In EYFS, Forest School is at the heart of the school ethos. This allows children to: explore the local area, point out their home if they pass it, learn how to look after the environment, observe seasonal changes and think about its effects on the local area, as well as to read maps to find buried treasure. In classrooms, you will find the children comparing landscapes from millions of years ago, looking at volcanoes and the Ice Age.

## **Music**

### **Curriculum Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

### **Organisation & Planning**

The Leicestershire music scheme is used to support the National Curriculum objectives.

The lessons equip the children with a sound knowledge of structure, rhythm and pitch by the time they reach upper KS2.

As well as fantastic teaching by our class teachers, we have a specialist music teacher that teaches ukulele to the children in Year 4. This gives the opportunity for the children to learn an instrument through whole class ensemble teaching.

The school supports and encourages peripatetic music teaching. Currently the private instrumental lessons we offer guitar, piano, voice and violin. We further promote music by encouraging pupils to perform in assemblies and to take part in our Summer Showcase. After school, Mrs Fisher runs a choir and a musical theatre club. Singing and musical theatre performance is also promoted through the 'Strictly Kidz' club. Christmas and end of year productions also promote singing and give children the chance to perform in front of an audience.

### EYFS Music

Music is taught once a week by the class teacher. The children are encouraged to explore a variety of musical aspects; listening, singing, duration, sound and invention, dynamics, movement, rhythm and pulse. Singing is intertwined within our curriculum and the children participate in it on a daily basis, this might be linked to the topic or well-known nursery rhymes. Music/instruments are available throughout the continuous provision.

## **Forest School**

'Not all classrooms have four walls'

Pupils at Woodland Grange experience long blocks of Forest School from Pre-School through to the end of Key Stage One. Our ethos of Forest School at Woodland Grange Primary School is for learners to instigate, test and maintain a curiosity in the world around them. Particularly, for young pupils it allows them to explore, be creative, learn about and preserve the natural world in a safe environment. It is our belief that every learner has the right to play/ learn in the outdoors and Forest School achieves these targets.

Forest school in our setting is an all-season activity. Sessions can range from exploring and identifying trees, plants, flowers, bugs and animals, to learning fire safety and constructing camp fires, to survival skills such as den building. Also, in every session the children are free to explore at their own pace and progress into potential child-led learning, an element of free play is always present. This is an important part of the session that every child could excel in, find something of interest or just generally appreciate and enjoy spending time outside.

Through Forest School we aim to support this philosophy by:

- Fostering the enjoyment of the great outdoors;
- Embracing the physical challenges that working outside can bring;
- Strengthening both fine and gross motor skills;
- Developing personal and social skills by working in pairs and teams to complete tasks;
- Learning a range of bespoke Forest School skills such as knot tying, den making, fire safety;
- Gaining a knowledge of local common flora and fauna;
- Fostering an awareness of seasonal change;
- Encouraging children to take risks in a supported environment;
- Developing problem solving and resilience through practical tasks such as den building;
- Ensuring children develop an understanding of keeping safe;
- Promoting children to be active and healthy.

- Encouraging pupils' personal involvement with practical tasks enabling them to improve their attention span, persistence and commitment.
- Ensuring that the learning is matched to the differing needs of all the children as well as specific groups, such as SEND, pupil premium etc. Extra support and additional/ adapted resources to be provided to those children where it is required.
- Using our wonderful onsite land to contextualise learning across the whole curriculum for example making 'Gruffalo crumble,' over the Forest School fire pit, using our instructional texts we have written / minibeast hunts in science / bringing stories to life with parents and other stakeholders.

At Woodland Grange Primary School, we know that children learn best when the curriculum is well sequenced to enable revisiting of core knowledge, skills and understanding to deepen conceptual awareness before demanding application across the whole curriculum.

### **School Improvement Planning - intent**

Our SIP (combined with our school evaluation) sets out our course of action (our intent) to further improve the school and outcomes for pupils.

## Impact

What do we hope will be the impact of our curriculum and how do we measure it?

### Impact against our [Aspirations - The Learner](#)

**We want our children to be:**

- Independent thinkers
- Resilient
- Self-motivated, engaged and active
- Creative
- Risk takers
- Physically strong and confident
- Respectful and empathetic

We believe this can be seen through the operation of everyday life in the school and its resulting ethos and can be seen and felt by the first-hand experience of visitors, staff and governors (not least through their year group visits). Success in these areas is highlighted and celebrated by staff and children alike, not least through our 'leaf' assemblies where pupils place their awarded leaves on the 'Tree of Aspirations' in the hall. Lesson observation aims to recognise and celebrate teaching where pupils are given opportunities to develop in these areas.

### Impact against our [Aspirations - The Learning](#)

**Our curriculum and teaching aims to maximise learning, so that our children will be academically and physically prepared for life in the next stage of their education, in modern Britain and the world, as it:**

- provides learning opportunities which are specific to pupils' needs (ensuring equality of opportunity and inclusivity) and empowers them to take their learning in any direction  
Measured by: lesson observation, medium term planning, book monitoring, short term interventions, quality of IEPs
- offers children holistic childhood experiences and opportunities that may be outside of their normal day to day life  
Measured by: talking to pupils, records of visitors and visits, records of activity (bike training, food for life)
- provides activities and learning experiences which are exciting and inspiring, that progress children's skills and knowledge and develops their creativity  
Measured by: monitoring planning and by talking to pupils
- carefully scaffolds and sequences learning to enable children to be successful  
Measured by: monitoring planning, use of knowledge organisers, lesson observation
- promotes a physically active lifestyle within the curriculum and beyond  
Measured by: club participations levels, involvement in competition, prioritisation of physical activity interventions
- models core values and behaviours  
Measured by: behaviour logs and observation of pupils in school and at play outside, pupil's views of behaviour

We firmly believe that if we get education at Woodland Grange right, it will lead to our children achieving our 'Aspirations for Learners'.

### Monitoring Arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, not least through: its overview and monitoring of the School Improvement Plan (SIP) to assess its impact; governor year group links and visits and; scrutiny via the Governors Curriculum and Standards Committee (which also has a focus on Pupil and Sports Premium fund spending and the

effectiveness of the related provision). The headteacher reports to governors on a termly basis through his Headteacher Report. Governors through their year group links and visits can see the curriculum in operation and report back via their note of visit. The Trust's Head of Quality Assurance and School Improvement also engages with the school to quality assure standards of teaching and contribute to the development of the curriculum.

Individual subject/area leaders and curriculum leaders (KS leaders) monitor their subject/area by various means e.g.:

- Planning scrutiny (curriculum overviews, skills progression lists, etc.)
- Learning walks to ensure that planning is implemented, a progression of skills is taking place and to offer help and support where needed
- Audit of resources to ensure the curriculum can be delivered efficiently
- Book/work scrutiny
- Informal discussion with other staff members
- Pupil interviews and surveys to monitor needs of the pupils at WGPS as well as their understanding (pupil voice)
- Reviews of IEPs and EHCPs

and complete a monitoring and evaluation sheet each time they do so (kept in monitoring and evaluation file). The SLT maintain an overview of monitoring and evaluation work.

Subject/area leads are expected to create an action plan which forms part of the SIP and is monitored by the SLT.

### **Assessment**

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully in a variety of ways but always considering Age Related Expectations. We intend that the impact is that children will be prepared in every way, not least academically, for the next stage in their education and for the part they will play in society as they journey through life.

The impact of our curriculum, particularly in the core subject areas of maths and literacy are measured by our assessment measures summarised as:

- Baselining of preschool and FS2 pupils against EY Development Matters statements, early in each academic year
- Half-termly assessment of writing using our writing grids (Yr 1 upwards and against TAFs for year 2)
- Termly summative assessment using NFER in the areas of maths, reading and GAPS (Yr 1 upwards but Yr 1 only in the summer term and Yr 2 and Yr 6 only in autumn and spring term)
- Annual assessment and moderation of writing from Yr 1 upwards using No More Marking
- Termly teacher assessment for maths, reading, writing and GAPS entered into DCPro as well as an end of year science assessment.
- Phonics assessment in Yr 1 in autumn term (and Yr2 where standard not previously met)
- SATS in summer term in Yr 2 and Yr 6
- Times Table Check in summer term in Yr 4

And are reported to Governors in termly Curriculum and Standards Committee meetings and presented in summary at the first Full Governors meeting at the start of each year (including a summary of SATS performance).

Termly pupil progress review meetings are completed with teachers in each year group by KS leaders to closely track progress and attainment.

Assessment levels are reported to parents in a mid-year report (typically February) as well as at the end of the academic year.

Regular lesson observations focus on the aspirations for the learner and the learning as set out in purple and blue, above. Evidence, not least in observation, shows that these are of high focus to staff. This is reflected in the ethos of the school, including pupil attitudes and behaviours which are overwhelmingly positive.