



# Curriculum Policy

**'Aiming high to achieve excellence and success by working together'**

**Aspiration and Intention**

**Implementation**

**Impact**

**Updated: November 2021**



## **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 (see Curriculum Folders).**

## 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. Year 3 pupils re-enact the Battle of Bosworth and Pupils in Year 4, before writing about the trepidation of going into battle will actually 'become' Celtic warriors going to war 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

At Woodland Grange our EYFS ethos and intent takes inspiration from Early Childhood pioneers such as Frobel, the Mcmillan Sisters, Steiner, Susan Isaacs and Vygotsky to plan a curriculum specific to the needs of each cohort.

Our curriculum uses Development Matters as a framework; our direct teaching input and continuous provision are skills based, drawing information from Development Matters and children's individual next steps to move learning forwards in a meaningful and predominantly play based manner.

In our classrooms you will see adults available to teach children 'in the moment'. Adults are on hand to follow the interests of the children whilst skilfully teaching 'next steps'; continually assessing the impact of learning and the curriculum alongside the needs of the children.

## 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.

<b>Reading</b>
<p><b>Curriculum Aims</b></p> <p>At Woodland Grange we are proud of our cross curricular approach to learning which results in 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, four times a week.</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><u>EYFS Reading</u></p> <p>Within the EYFS phonics is taught 4 times per week, using Jolly Phonics and Letter and Sounds. Reading books follow the order of Letters and Sounds, 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.</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></ul>

- Year 1 Phonics test in summer term (repeated in Year 2 for children who don't meet standard)
- The EYFS Leader is a County Moderator and has regular opportunities to access bespoke Literacy training which is cascaded back to staff.
- Phonics intervention work in Yr 3 for pupils not meeting the expected standard

## 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)
- DCPro 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. When appropriate, teachers are able to take a flexible approach to the order that units are taught in; allowing staff to deliver them in an alternative order, if this means that powerful connections between Maths and our wider curriculum can be made. 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 have access to Maths Shed and White Rose premium to aid planning 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. To supplement these, teachers also use Nrich, NCETM, Gareth Metcalfe resources.

### **EYFS Maths**

Maths is taught 3 times a week as a carpet session and a maths task within the area as a 'must do job'. Teaching is based on the Mastery approach. The children spend at least a week focussing on a single number 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 leader 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 CPS provided by the maths hub.

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

NFER 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 is planned to develop key skills across each year group. Skills are matched across key areas which cover: Multimedia, programming, communication and data handling. Planning shows progression across each key stage and includes sufficient and appropriate challenge.

There is a separate curriculum for e-safety which covers: cyberbullying, internet safety & security, SMSC and relationships.

### Organisation & Planning

We have a creative approach to computing. There are 3 elements that make up this subject. ICT is planned across other subjects using specific computing skills (multimedia, digital media, communication and collaboration). These have been taken from the **Computing At School**. We plan computing units of work using elements from the National Curriculum. Year groups plan and deliver half termly units building sequencing key skills and completing projects using age-appropriate resources.

E-safety is planned and delivered separately using materials from the **South West Grid for Learning**. We also incorporate whole school initiatives (Safer Internet Day, Anti-Bullying week) as part of our e-safety curriculum.

### EYFS Computing

ICT is planned appropriately in the Autumn term for the children to learn the key skills needed to work a computer -mouse control, open a program, click and drag. These newly acquired skills are then built on throughout the rest of the year by delivering teachers plans. ICT is taught as a weekly, discrete lesson however, Beebots, iPads, cameras etc are used within the base for the children to explore either during a carpet session or free flow.

### 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 leader runs a 'Code Club' to offer pupils the chance to further develop their programming and coding skills.

## 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, 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 parents 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 [www.dt.cleapss.org.uk](http://www.dt.cleapss.org.uk) 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 is taught in a cross curricular way and linked to the current topic being taught in the classroom. 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

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. As a 'Food for Life' school we have prioritised this aspect of DT.

Children have the opportunity to use a range of tools and equipment and are taught how to use these safely and effectively. These resources are checked regularly to ensure they are safe and fit for purpose.

#### 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, junk modelling and outside wood work is available for children to participate in by learning how to use hammers, nails and saws. 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.

### **Curriculum Aims**

The National Curriculum for physical education aims to ensure that 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.

### **Aims of real PE**

1. To support the development of positive attitudes by young people towards physical activity.
2. To improve pupils' core skills and confidence in PE and sport, enabling greater access to the PE curriculum and sports specific pursuits.
3. To support the identification, extension, and development of children of varying abilities, including children with SEN and gifted and talented pupils
4. To provide an effective assessment for learning tool, creating feedback for pupils that can enable improvements in their performance.

### **Core Values of real PE**

Real PE focusses on 3 central philosophies, these are;

- Creating clear, shared learning journeys
- Providing quality personalised learning opportunities
- Shifting responsibility towards the learner

The **real PE** Whole School model is supported by an impact report which celebrates improvements in:

- staff confidence
- pupil engagement
- pupil progress
- the broader impact of **real PE** across the school.

### **Key elements of real PE**

- 12 fundamental skills focusing on balance, agility and coordination (these skills progress from Foundation Stage to Year 6)
- 6 multi-abilities (colour coded); **personal**, **social**, **cognitive**, **creative**, **physical**, **health and fitness**

### **Organisation & Planning**

Our curriculum maps for PE and sport were devised by merging the National Curriculum aims and purposes with the 'real PE' scheme of work. Our core values and vision for PE and sport are embedded throughout. We aim to teach one session per week based around the fundamental movement skills and multi abilities outlined in the 'real PE' units of work.

The other session will then consolidate the teaching and learning from the 'real PE' session but will allow children to apply skills in a range of contexts, with an emphasis on specific sports such as athletics and competitive team games. We make cross-curricular links to themes and topics where appropriate. We also aim to have one half term of dance or gymnastics per year group. Our outdoor PE lesson is delivered by a professional PE sports coach. This gives staff an opportunity for CPD and to gain a better understanding in how to deliver and assess PE. We also provide opportunities for other external sports organisations to work with and upskill children and staff in our school. We encourage active and healthy lifestyle throughout the academic week. This includes giving the children

opportunities to take part in various clubs, competitions, and festivals. We also encourage active playtimes and daily boosts during lesson time which motivate the children to get active. We ensure that the equipment required to deliver PE lessons and for children to use during free time is available, safe, and fit for purpose.

Our curriculum maps for PE and sport were devised by merging the National Curriculum aims and purposes with the 'Real PE' scheme of work. Our core values and vision for PE and sport are embedded throughout. We aim to teach one session per week based around the fundamental movement skills and multi abilities outlined in the 'real PE' units of work.

#### EYFS PE

PE is taught twice a week, once with a PE Sports Coach, using the Real PE scheme of work and the other session based on the teacher's assessment of the children's needs and next steps, drawing on aspects from Real Foundation. Physical activity, particularly physical strength, is a fundamental part of the development of young children therefore children can access the outdoor area on a daily basis, where they can support the children in this by encouraging climbing, rolling tyres, sweeping, riding bikes, throwing, kicking etc. All of these aspects help to develop the children's core strength and coordination.

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

- Liaise with the PE network and external providers
- Attend some out of school competitions and events and liaise with the school's sports coach who will organise these

## **Personal, Social, Health, Citizenship and Relationships Education**

#### **Additional legislation and guidance**

Membership of the PSHE Association.

#### **Curriculum Aims**

- To develop a broad and balanced curriculum across the three main areas of study: Health & Wellbeing, Relationships (covering the 5 new main topics of 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe') and Living in the Wider World
- To ensure that all children are able to identify abusive behaviour, are able to seek help if they are experiencing or notice abuse and, by the end of primary school, know: 'how to report concerns or abuse, and have the confidence and vocabulary needed to do so'
- To ensure that the content of the sex education programme is 'tailored to the age and the physical and emotional maturity of the pupils' and will 'ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived and born'
- To follow best practice to help develop the qualities and attributes children need to be healthy, independent and active participants in society
- To plan and sequence a scheme of work to develop skills and attainment in subject area
- To support pupils' spiritual, moral, social, cultural and physical development
- To ensure appropriate challenge
- To provide appropriate and inclusive support

#### **Organisation & Planning**

- Our curriculum approach will be a thematic study that covers Personal Safety, Mental Wellbeing, British Values, Health, Global Citizenship and Relationships & Sex Education
- We will initially use the TWINKL Life scheme of work for Personal, Social, Health, Economic, Citizenship and Relationships Education which has been taken from the PSHE Association scheme (based on the National Curriculum) that identifies the key concepts, skills and attributes that are developed through PSHE education.
- To ensure our school fulfils its statutory responsibility to safeguard pupils, support their spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

- To continue to design, deliver and sequence PSHE lessons (teaching & learning)
- To ensure age-appropriate coverage of Relationships and Sex Education, Spiritual, Moral, Social and Cultural Education, Health Education, British values areas of study
- To determine suitable planning expectations
- To establish and secure access to appropriate resources

#### EYFS PSHCE

PSHE is constantly occurring within the EYFS classroom. We focus on developing the child as a whole, therefore spend a lot of time focussing on the Personal, Social, Emotional development of the children. This can be seen in our classroom as a carpet session or regularly occurring through our play support from our skilled practitioners in the room.

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

- To regularly canvas student opinions and attitudes towards some of the more controversial aspects of the new Relationships curriculum to establish what content they deem to be the most important to prepare them for the transition to Key Stage 3
- To establish and refresh a representative focus group of parents to agree the breadth and depth of coverage appropriate to primary aged children and to agree what aspects parents of pupils attending WGPS might be justified in withdrawing their child's participation on religious or cultural grounds
- To secure staff meetings to discuss the content, terms and vocabulary associated with the new 'Relationships' curriculum to agree what is covered and how it is going to be taught in WGPS
- To present this survey data to governors, to ask them to verify the 'withdrawal policy', to agree the appropriate level of coverage for WGPS pupils and the terms and vocabulary appropriate to primary aged children

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

- Parent surveys to establish the cultural and/or religious framework within which PSHE, Citizenship and Relationships Education needs to be taught

## **History**

### **Curriculum Aims**

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**

History is a key part of our teaching throughout Woodland Grange. History units often form the basis of the work that we deliver and are often starting points for much of our 'Topic' or cross-curricular ideas.

We follow the NC for both KS1 and KS2 and have adapted units based on our own local area and its history: e.g. because of the proximity of Bosworth Battlefield and the Richard III centre in Leicester, Year 3 continue to study 'The Tudors' as a local history unit. Year 5 look at the impact of the space race in terms of the advancement of technology and the changes in culture, and Year 6 look at the Industrial Revolution and aspects of Victorian society. These changes are ones we have discussed as a staff and are intended to meet the broad aims of the NC but also to reflect events and important places in our locality.

#### EYFS History

History is taught through a number of topics throughout the year such as Dinosaurs and Cavemen and comparing their lives to now. There is a focus on how the children have changed over time, looking back at their life so far and recognising some of the things they can do now that they could not do when they were younger, as well as reflecting on their changes throughout Foundation Stage. Photos, books and objects as reference are used to prompt a lot of conversation around this topic.

## **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**

The core Science learning at Woodland is taught using the National Curriculum programmes of study for each year group. 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 through topic work, building on cross-curricular links where possible. The National Curriculum has been adapted to move some knowledge and skills of science to fit into relevant topics for each year group. 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.

#### EYFS Science

Throughout the year there is a Science focus, this is regularly through the topics taught or through planning in the moment with inquisitive young minds. In EYFS, Science will look like; learning about space, observing a decomposing pumpkin, exploring ice and melting, growing plants, floating and sinking, recycling and the lifecycle of a frog, butterfly and chicken. Chicks come and spend 2 weeks in the base for children to observe the start of a lifecycle from an egg.

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

- DCPro updated at the end of each year with a teacher assessment

## **MFL - French**

### **Curriculum Aims**

- 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
- 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 and phrases
- 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
- Write phrases of varying lengths to express ideas clearly and describe people, places, things and actions
- Understand and use basic grammatical structures including feminine and masculine and how these differ from or are similar English
- Have a deeper understanding of cultural differences and similarities
- To lay the foundations for further study in Key Stage 3

### **Organisation & Planning**

The curriculum we follow is based on the guidance given in the National Curriculum using the Rigolo scheme of work as a basis as well as access to the Sue Cave language resources and Physical French Phonics System.

- French club is offered to year 1 and 2 one lunchtime a week run by Teaching Assistants.
- Year 3 taught 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.

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

- To set out long, medium and short term (weekly) plans for the whole of Key Stage 2.
- To monitor what is taught in Key Stage French clubs.
- To support and encourage class teachers to include and use French wherever possible through topics, daily classroom activities etc.
- To monitor progression throughout Key Stage 2 and look at how French develops in Key Stage 3.
- To attend relevant MFL meetings and training.
- Reporting to parents, giving a best fit of where the pupils are at.

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

- Use of Rigolo assessments



## Art

### Curriculum Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

### Organisation & Planning

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.

#### EYFS Art

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.

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

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.

## Geography

### Curriculum Aims

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### Organisation & Planning

Geography is a key part of our teaching throughout Woodland Grange. Geography, along with History units often form the basis of the work that we deliver and are often starting points for much of our 'Topic' or cross-curricular ideas.

We follow the NC for both KS1 and KS2 and have adapted what we teach to reflect our local area. Geography planning for the medium and long term takes in all the aims of the NC and attempts to expand upon these in order to broaden the experiences of the children in our school.

### EYFS Geography

In EYFS, Forest School is at the heart of our ethos. This allows children to explore the local area, point out their home if we pass it, learn how to look after the environment, observe seasonal changes, thinking what effects it has on the local area, as well as map reading to find buried treasure. In our classroom 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**

As well as teaching by our class teachers, there is some specialist music teaching happening in some of our year groups:

- music in the FS
- singing and musicality in years 3 and 5
- Ensemble ukulele teaching in year 4 which gives the opportunity for the children to learn an instrument (other than the voice) through whole class ensemble teaching.

These experiences build upon learning in KS1 and equip the children with a sound knowledge of structure, rhythm and pitch by the time they reach upper KS2.

The school supports and encourages peripatetic music teaching for several instruments (guitar, strings, voice, wind) and further promotes music by encouraging pupils to perform regularly in assemblies. The school runs an orchestra and choir (free clubs). Singing and musical performance is also promoted through the schools 'Strictly Kidz' club and a weekly singing assembly in each KS. Christmas and end of year productions also promote singing. The Leicestershire music service music scheme is used to support National Curriculum objectives.

### EYFS Music

Music is taught once a week by a specialist music 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.

## **School Improvement Planning - intent**

Our SIP (combined with our school evaluation in a single document) also 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.