

# WIMBORNE JUNIOR SCHOOL



## Curriculum Policy

### Rationale

In line with the National Curriculum, we offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.
- comprises all learning and other experiences that we plan for our pupils. The national curriculum forms one part of our school curriculum.
- provides a daily act of collective worship and teaches religious education and sex and relationship education through science and PSHE.
- provides opportunities for personal, social, health and economic education (PSHE), drawing on good practice. We can include other subjects or topics of our choice in planning and designing our own programme of education.

At Wimborne we aim to provide a curriculum which is exciting and engages every child to learn. Topics are based around interesting, real life subjects which provide children with a wide range of experiences. Each unit starts with an engaging hook to gain the children's interest and is completed with an outcome which celebrates and shares what has been learnt. Decisions about the curriculum are made involving all stakeholders as well as reflecting national and local requirements.

### Aims

The curriculum at Wimborne Junior School has been planned in the best interests of the children in order that they experience:

- an introduction to the essential knowledge they need to be educated citizens and introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.
- complete immersion and enjoyment when accessing new learning
- developing literacy and numeracy across the curriculum.
- a broad and balanced programme of learning which is suited to their individual needs
- a range of learning experiences which most effectively meet the purpose of the activity
- equal opportunity and access to a complete curriculum and extra-curricular activities
- a progression in learning, across each year group and across the whole school, which fully meets the needs of the National Curriculum.

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- the benefits of the local community and beyond as preparation for their life ahead through the use of visits and visitors
- a social, moral, spiritual and cultural environment which teaches tolerance towards each other, property and the world in which they live
- opportunities and experiences to develop their British values
- every opportunity to reflect upon and celebrate their own achievements and those of others
- the best opportunities afforded by our Learning and Teaching Policies to further develop the school's Learning Powers and STAR values

### **Objectives**

In order to facilitate high standards of achievement through good quality learning and teaching, we at Wimborne Junior School will:

- regularly share topic aims and objectives with children and parents through a learning journey leaflet
- develop engaging planning through deliberation in year groups alongside the curriculum manager
- teach all statutory requirements of the curriculum
- teach lessons which encourage the development of skills alongside knowledge, enabling children to become independent learners
- identify and act upon individual needs using effective assessment for learning
- teach using a variety and balance of styles and approaches
- plan ahead in year group teams, making use of subject leaders, National Curriculum and ideas and other relevant resources
- ensure children have the opportunity to apply their English (literacy) and maths (numeracy) skills
- provide engaging lessons where children are actively learning and discovering for themselves through first hand experiences
- ensure children, irrespective of gender, race, social background or ability are afforded equal opportunity
- make use of local resources including business, leisure and environmental centres
- introduce and discuss national and worldwide matters, which affect the lives of the children both now and in the future
- record individual progress through effective feedback and topic evaluations

### **Roles and responsibilities of Curriculum manager and other staff**

The Curriculum manager will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), the use of mathematical skills and the use of information and communications technology

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- time provided for teaching the curriculum is adequate and shows progression and is reviewed by the governors annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the governing body is kept informed of the development of the curriculum

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

### **Subject Development Plans**

Priorities identified through school evaluation will be used to establish a School Improvement Plan (SIP) through decisions made by the Senior Leadership Team, Subject Leaders and Managers, Governors and children. The SIP will provide the basis of Subject Development Plans (SDP) which will include short, medium and long-term plans. These should be reviewed in the summer term showing what has been achieved and bringing forward medium and longer term actions into an updated SDP. Each subject manager will be responsible for formulating their own subject specific development plan. In so doing each should consider:

- main school priorities
- current position and future needs
- needs of self and others
- other people and agencies involved
- timing of action – start and finish dates
- likely costs (including time) to be incurred
- success criteria linked to impact
- impact upon standards and the well-being of children
- evaluation and review

All subject leaders should be fully aware of their job description and act upon the most relevant aspects of it – but especially monitoring, evaluating, resourcing, budgeting and working with colleagues. Subject leaders will discuss their plans as part of their appraisals.

### **Subject Aims**

#### **Science**

Our curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them

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- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

## **Art and design**

Our 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.

## **PSHE**

Our curriculum for citizenship aims to ensure that all pupils:

- acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government
- develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced
- develop an interest in, and commitment to, volunteering that they will take with them into adulthood
- are equipped with the financial skills to enable them to manage their money on a day-to-day basis, and plan for future financial needs.

## **Computing**

Our curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## **Design and Technology**

Our 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.

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## Geography

Our curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- 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 and writing at length.

## History

Our 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.

## Languages (French)

Our curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

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- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

## Music

Our 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## PE

Our 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.

## RE

Our curriculum for religious education aims to ensure that all pupils:

- acquire and develop knowledge and understanding of Christianity and the other principal religions represented in the United Kingdom
- develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures;
- enhance their spiritual, moral, social and cultural development
- develop positive attitudes of respect towards other people who hold views and beliefs different from their own, and towards living in and contributing to an inclusive and caring community and a society of diverse religions

## Curriculum Planning

Subject planning reflects the National Curriculum aims and objectives in delivering an innovative, creative curriculum relevant to the children's needs. Planning should contain a:

- coverage of each unit evidenced on the whole school coverage document
- long term overview showing when units are taught and their lead area of skills
- medium term overviews mapping lesson summaries, National Curriculum objectives, numeracy and literacy links, trips and visitors and SMSC/ British Values opportunities

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- short term planning of individual lessons on SMARTs with relevant LO's and Success Criteria. The SMARTS should also take into account different learning styles and promote independent learning. Opportunities for assessment for learning should also be considered at this stage.  
Each unit planned must include:
- A hook
- An exit point (usually involves parents)
- Active learning
- Creative activities
- Differentiation through questioning and support
- Relevant and challenging literacy and numeracy links
- Provide opportunities for the children to reflect on their learning and skills developed through the use of reflective comments.

The Headteacher collects weekly timetables which acts as short term planning showing what lessons will be taught for that week and the Curriculum manager monitors topic planning and books termly. Planning is monitored across each year to ensure all key objectives from the National Curriculum are addressed and coverage across year groups is progressive and balanced. The Assessment, English, Maths and Inclusion managers also monitor planning on a regular basis and provide feedback to staff. Homework is monitored over the year by relevant subject managers; Curriculum, English and Maths managers.

### **Involvement of Governors**

The **governing body** will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test results are published on the school website
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it is kept informed of the development of the school curriculum
- staff understand that British values and spiritual, moral, social and cultural issues must be presented to pupils in a frequent and balanced way

### **Arrangements for monitoring and evaluation**

The governing body will receive an annual report from the Headteacher on:

- the standards reached in English and Maths, by every year group and against national averages.
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable

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- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support
- the nature of any parental complaints

The Standards Committee will receive a report providing an update on curriculum developments. This report will evaluate the impacts of current practices in light of the SIP priorities and identify areas for future development. A meeting to discuss these developments with the opportunity to question the Curriculum manager will accompany the report.

Agreed Date - **June 2017**

Review Date - **June 2019**

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