



Curriculum Policy

Safeguarding Statement

West Heath Primary will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. West Heath Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Owner	Headteacher
Date of review	July 2020
Date of next review	July 2022

Curriculum Policy

Audience

This policy has been written so that all staff follow our expectations for our interpretation of the National Curriculum.

Curriculum Intent

At West Heath there is a collective understanding that children learn best when they are inspired by their learning; when they are active and when they are physically and emotionally healthy. We have worked hard to develop an inspiring curriculum that equips our children with the skills and knowledge necessary to live as responsible citizens in modern Britain, we truly want our pupils to believe that anything is possible!

Our curriculum is mapped to include coverage of the National Curriculum and provides a range of experiences for our children. At West Heath we champion every child to, 'Be a Star Shine Bright!'

Curriculum Implementation

At West Heath we have three curriculum drivers. These are the things that underpin our curriculum; the things we believe give our school its unique identity.

Our first curriculum driver is Physical Activity, which we passionately believe can play a crucial role in child development. We offer our children as many opportunities as possible to take part in an extensive range of sports, whilst also seeking out opportunities to include active elements in lessons across the entire curriculum.

Our second curriculum driver is Values Education, which also permeates everything we do. We believe that helping our pupils to develop strong values will give them the platform to go on and make a success of their future lives. As a school, we have seven values: collaboration, honesty, empathy, respect, resilience, determination and excellence. We teach children how to use and understand these values, so that they can grow into reflective individuals who make positive contributions to society and enjoy all the world has to offer.

Our final curriculum driver is Reading. As a school we have made a commitment to ensuring that every child will leave our school as a competent reader, regardless of their ability. This commitment to reading is evident in all aspects of school life.

These curriculum drivers are at the heart of our curriculum, along with the core subjects of English, Mathematics and Science. However, we also value our wider curriculum, and our curriculum covers all other National Curriculum subjects. We are committed to ensuring that our children are exposed to a wide and varied range of learning experiences. Our curriculum is designed so that specific knowledge and skills are scaffolded within a topic each half term. These topics are linked to a specifically chosen novel, upon which the children's work in English is based. In order to ensure that progression and balance is maintained, the programmes of study have been developed into comprehensive curriculum maps, which clearly outline the skills and knowledge our children should gain. Teachers use these to generate medium term plans which clearly highlight the learning objectives, assessment opportunities and tasks as well as links to other subjects.

Curriculum Impact

We aim for all of our children to leave West Heath:

- Equipped with the skills and knowledge needed to be lifelong learners
- Believing that with hard work and determination, anything is possible
- To be respected citizens ready to make valuable contributions to social capital
- To understand the importance of leading a healthy lifestyle through physical activity and emotional wellbeing
- To read with fluency

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

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](#).

National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Geography
- History
- Music
- Design Technology
- PE
- RE (for which we follow the Birmingham, agreed syllabus)
- Languages (Spanish) (in Key Stage 2)
- PSHE

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.

Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum. It is promoted through RE sessions, Circle Times, discussions about class and school rules, collective worship, values education, and through positive sharing of the variety of languages and cultural identities of our pupils, their families and the wider world.

Roles and Responsibilities

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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 individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leaders

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use the head, hands and heart approach to plan, deliver and assess the objectives from the National Curriculum. Subject Leaders monitor teaching and learning to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Class Teachers

Class Teachers have the final responsibility to produce class specific, medium and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. 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)

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.

They are responsible for ensuring the curriculum is differentiated to meet the needs of all children within their class. Teachers will update the curriculum tracker on Fisher Family Trust Aspire on a termly basis.

The Governing Body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Procedure for English and Maths

Weekly planning for both maths and English is based upon the school's curriculum map and should be saved into the year group folder on the Friday before it is taught. Planning can be monitored by the subject leaders. More specific information in relation to this can be found in the English and Maths policy.

Procedure for Non-core Subjects and Science

Long Term Planning

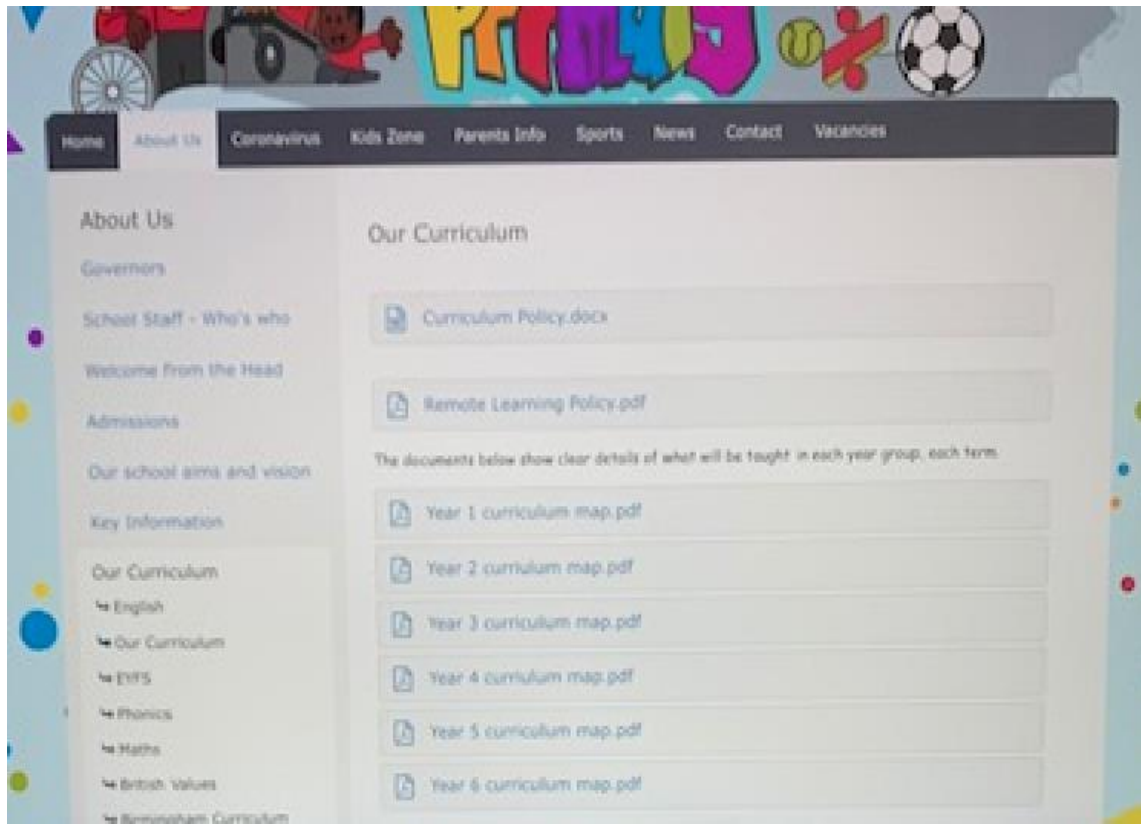
The whole school topic overview identifies what subjects will be taught in each year group on a half termly basis and gives a brief outline of the topic area. In addition to this topic overview, detailed curriculum maps for every subject are also provided to staff. This shows what knowledge and skills need to be taught and mastered each half term in all subjects. Teachers use this curriculum map to produce their medium-term plans. These maps are also available on the school website.

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys Through Time	WW1	The Seaside	Seasons	Intrepid Explorers	People who help us The Rule of Law
Science	In this topic, the children will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. They will compare and group together a variety of materials on the basis of their simple physical properties.	In this topic, the children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and use the terms carnivores, herbivores and omnivores. They will describe and compare the structure of a variety of common animals.	In this topic, the children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will identify and describe the basic structure of a variety of common flowering plants, including trees.	In this topic the children will observe changes across the four seasons. They will observe and describe weather associated with the seasons and how day length varies.	In this topic the children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	In this topic, the children will focus on the skills of working scientifically. They will ask simple questions, perform simple tests and use a range of equipment.
History	In this topic, the children will learn about their own personal timeline and look at how the toys they play with have changed as they have gotten older. They will then move on to look at the toys their parents and grandparent used to play with and begin to understand the concept of the past.	In this topic, the children will look at what it means to remember the past. They will look at WW1 and the significance of the poppy. They will learn about war memorials and how they help people to remember the past.	In this topic, the children will look briefly at how the seaside has changed over the last 100 years, building on their concept of the past.		In this topic, the children will learn about famous explorers. They will learn about Christopher Columbus and his discover of America. They will also learn about Neil Armstrong and consider they ways in which the explorers are similar and different.	
Geography		In this topic, the children will briefly explore where World War One took place in relation to England.	In this topic, the children will learn about the physical features of the seaside including cliffs, rocks pool, beaches and sea and the human features of the seaside including piers and lighthouses. They will also compare and contrast the British seaside with other beaches across the world.	In this topic, the children will identify seasonal weather patterns in the UK as well as record data about weather patterns over a period of time.		In this topic, the children will learn about our local area of West Heath. They will discuss the local amenities it has including the hospital, the park and the school. They will learn about the importance of an address and use this to send a letter to their home address. They will then take the letters to the post box following a simple map.
ICT	In this topic, the children will look at developing core ICT skills. The children will create a poster in relation to current topic using Word. They will learn to Log on, navigate shared areas, open and close programs and save work.	In this topic, the children will be introduced to Excel. They will create a survey and produce a table and graph related to current topic, or linked to science or maths.	In this topic, the children will learn how computers work. They will use the Hello Ruby Book 'Journey Inside the Computer' to learn about input and output devices, hardware and software	In this topic, the children will further develop their understanding of computer systems using the Hello Ruby books. The children will learn to understand and count using the binary number system.	In this topic, the children will be programming a device to create a piece of artwork. The children will use Spheros and will program them within a set of given parameters.	In this topic, the children will develop their ability to communicate through ICT. They will create an online picture book related to current topic using the Story Bird Website https://storybird.com/
DT	In this topic, the children will look at what is needed to make a sandwich and begin to understand the concept of a balanced diet. The children will use knives with supervision to make their own sandwiches.			In this topic, the children will design, make and evaluate Kites. They will learn to use cross beams for support and to mark out and cut using scissors accurately.	In this topic, the children will make balloon buggies. They will assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. They will also create simple axels.	
Art		In this topic, the children will work with different materials to create a	In this topic, the children will learn who Andy			In this topic, the children will create portraits. They will learn to






Example of year group Curriculum Plan



Curriculum section of the school website

Medium Term Planning

Teachers use the curriculum maps to write their medium-term planning. Planning for each half term must be completed and sent to the deputy head teacher on the first Friday of each half term. All medium-term planning must be completed on the schools agreed format as shown below and must be saved on the school system in the year group folder. A medium-term plan must be completed for each subject to be taught each half term, with the exception of Maths and English. This must include the differentiation for each lesson and clear success criteria.

Planning Year – Topic –			
National Curriculum Links			
Lesson	Learning Outcome		Brief Teaching Outline
	 HEAD	 HEART Key values to think about today: Resilience Excellence Empathy Determination Collaboration Respect Honesty	 HANDS

Early Years

Expectations for weekly planning

- Each week there must be a focus based upon a book from the recommended book list. This may be extended if the children are enjoying the book and there is scope for further development. It is appropriate to change the book if the children's interests take the learning in a different direction.
- The planning must outline the specific focus for the children in all key areas. Planning should be shared with all members of the EYFS team.
- The planning must be mounted onto the planning whiteboard and annotated according to the children's interests. There is no requirement to rewrite the sheet, it is a working document.
- The activities for the day must be shared with the children and the focus values must be shared every day. However, children's interests must drive the curriculum and therefore activities planned by the children must supersede adult led planning, should the need arise.
- Phonics planning should follow the expectations as laid out in the RWI scheme.

Expectations for weekly resourcing (*in addition to continuous provision resources*)

- Resources appropriate to the 'story' must be available each week in order that the children can access equipment to foster their imagination. Adults should pre-empt (as much as is reasonably practicable) the type of resource children might request.
- A collection of basic resources must be available for the children to easily access and should be replenished weekly (paper, string, scissors, boxes etc.)
- Pencils, in all areas, must be sharp.
- Books in all areas must be neatly and appropriately displayed and be appropriate to the age/stage of the children in EYFS.
- All resources are expected to be of a high standard and be readily available to children to access independently.

- All resources must be appropriately labelled with the number of items, colours, shapes and sizes appropriate to the age and stage of the children. Resources MUST be changed regularly to meet the requirements of the ELG.
- All resources must have an identified space within the room which is understood by children.
- Any labels around the room must be accessible to children and should only be used if the children can read them or decode them.

Links with Other Policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- English Policy
- Maths Policy
- SEN policy and information report
- Equality information and objectives
- PSHE/RSE Policy

Monitoring Arrangements

This policy will be reviewed every year by the senior leadership teams within school. At every review, the policy will be shared with the curriculum and standards committee of the governing body.