



# **Curriculum Policy**

**Wadsworth Fields  
Primary School**

**2022**

## Introduction

At Wadsworth Fields Primary School we believe that our curriculum should be broad, balanced and provide a wealth of learning opportunities that challenge and stimulate our children. The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We have developed a school wide curriculum based on development of skills and understanding from Foundation Stage to Year 6. This curriculum aims to encourage the understanding of key concepts across the breadth of the curriculum and encourage children to review, embed and remember their learning.

## Aims

We aim for our children to:

- Learn and develop their skills to the best of their ability
- Become confident, independent individuals who are able to work and communicate effectively with others
- Think creatively and have the confidence to take risks
- Develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning
- Have the opportunity to acquire cultural capital so that they are equipped with a broad knowledge and experience to support them as they navigate life

The curriculum, whilst paying due regard to achieving high standards in English and maths, is also broad, exciting and challenging and embraces the five outcomes set out in Every Child Matters:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution;

We do this by:

Providing a fun, stimulating and challenging learning environment

Supporting children to revisit and remember what they have already learned

Reflecting our high expectations through encouraging independent learning and self-discipline

Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children

Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities

Working together to create a caring community of learners where every child feels safe and valued

Ensuring that all children have appropriate and equal access to the curriculum

### **Planning and organisation**

We plan our curriculum in accordance with the new National Curriculum. This is further supported by Wadsworth Fields Primary School curriculum overviews which outline key concepts which are taught in each year.

### **The Foundation Stage**

Our curriculum planning focuses on Development Matters and on engaging the emerging interests of young learners. Staff in the foundation stage focus on developing children's skills and experiences as set out in the

Early Years Foundation Stage Framework. During the children's first term in Nursery, their teacher begins to record the skills of each child on entry to the school. This baseline assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during Nursery and Reception. Teaching in Reception is informed by the children's Nursery and pre-school experience and the Reception Baseline Assessment on entry to Reception. We know that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **Roles and responsibilities**

#### **The role of the subject leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

Subject leaders are aware of the need to consider, monitor and track intention, implementation and impact of their subject. They have developed a school wide overview of their curriculum and how it is outworked at Wadsworth Fields.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement, creating an Action Plan for the forthcoming year. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, that progression is planned into schemes of work and that children have the opportunity to review, revisit and remember key concepts.

#### **The role of the Headteacher**

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision. The Deputy Head has responsibility for

developing and updating the curriculum and ensuring, with the Head teacher, that the curriculum has progression, appropriate coverage and is consistently monitored.

### **The role of the SENCO**

SENCO is responsible for the development of provision mapping and coordinating the work of support staff to achieve the best possible outcomes for individual pupils. Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans. Teachers and teaching assistants are responsible for adapting the curriculum for children who are not accessing it at the same place as their peers. They provide appropriate scaffolding and help children with SEND to still explore the key concepts and experience the same broad curriculum as their peers.

### **The role of the governing body**

All governors are kept well informed of whole school standards by the subject leaders. We have named link governors for all areas of the curriculum, who liaise with the subject leaders to monitor how the curriculum is implemented.

### **Partnership with Parents**

Parents are kept regularly informed about their child's progress at parents evenings, special needs reviews and in end of year reports. At the beginning of each term parents receive an outline of what their child will be learning across the curriculum through topic webs on the school website.

### **Equal Opportunities**

All work is to be presented in a non-sexist, non-racist, non-stereotypical manner. All pupils should be given the opportunity to achieve highly, regardless of their ability. We always aim to provide resources that have no cultural or gender bias.

### **Special Needs**

At Wadsworth Fields Primary School we aim to meet the needs of every individual irrespective of their ability. Teachers will ensure that work is differentiated to enable all children to access the curriculum and

experience success. In addition to differentiated work children with special needs may receive additional support through a teaching assistant, intervention strategies, or support materials provided by the teacher.

Through differentiation Gifted and talented children will be challenged through extension and problem solving activities to ensure that their needs are met.

### **Dyslexia Statement**

At Wadsworth Fields we are strongly committed to supporting all children with a Special Education Need. We are aware of the many complex and different needs of individuals (Dyslexia, Dyspraxia, ADHD and ASD) and aim to make provision for these in all lessons. Through training and resources children are supported by all adults both within and outside of the classroom.

This policy will be reviewed in the Autumn 2024

Ruth Noyes  
Spring 2022