

Webheath Academy Primary School

Curriculum Policy (2024 - 2026)



Approved, ratified and adopted by the local governing body on 11th March 2024

Next review due by November 2026

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Our vision

Our school vision stretches beyond our curriculum offer, but, as a school, our curriculum is the heart of our educational offer and the driving force of our beliefs and values:

Our school is more than a school; we are to children what mother nature is to life.

We provide roots in the ground that are foundations on which every individual can mature.

The trunk is our strength that supports us all through the sunshine and storms.

From the trunk, each branch finds its own direction to grow, becoming stronger over time.

Each branch has a desire to reach the heights of the sky, growing towards the light above.

From the branches, buds of curiosity appear and transform into leaves of knowledge.

The tree will thrive with the care and support of those around, who take time and patience to provide nurture and nourishment.

As the seasons change, richness and diversity spark excitement and creativity.

Everyone here, and the community beyond, will blossom, leading full and ambitious lives under the canopy of Webheath. Beneath the tree, the view of success will be admired by all who are touched by its beauty.

Our three 'I's' cover Intention (what we plan for our curriculum), Implementation (how it is delivered) and Impact (what difference does our curriculum make to our pupils?)

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

2. Legislation and guidance

This 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.

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](#).

3. Roles and responsibilities

3.1 The governing board

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.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- 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.

3.2 The 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.
- 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.

3.3 Other staff

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

Senior Leadership team

Each member of the Senior Leadership Team (SLT) has a responsibility to support areas of the curriculum:

Our SLT are Mrs Burton, Mrs Heffernan, Mrs Woodward and Miss Clifton. We share responsibility of subject areas to ensure our subject co-ordinators have the support and challenge needed to reach the standards our children deserve.

The **Deputy Headteacher**, Mrs Heffernan, is responsible for leading the Phase Leaders to ensure there is the quality and consistency of provision, standards and achievement and for making sure that the Learning and Teaching priorities of all curriculum areas are understood and reflected in the work being produced. She ensures that medium term plans are effective and the intended offer is available to our children.

Our **inclusion leader and SENDCO**, Mrs Woodward, role is to ensure that every curriculum area is inclusive and adapted to ensure that all children can fulfil their potential based upon our offer. She is responsible for the development of provision mapping and for leading and managing the work of support staff to produce the best possible outcomes for an individual pupil and groups of pupils,

Our **Assistant Headteacher**, Miss Clifton, is responsible for the leadership of assessment and feedback. As part of that role, she will ensure Arbor tracking systems are used consistently and effectively across the school both for formative and summative assessments. She will ensure effective moderation happens for all subject areas and KPIs are understood, used and monitored to ensure high expectations and standards. She will lead on analysis of data and identification of underachieving individuals or groups of pupils within school.

Phase Leaders are responsible for ensuring curriculum development meets the school requirements in their phase; often described as Headteachers of their areas of responsibility. We have an individual Phase Leader for our Early Years, Key Stage 1, Lower Key stage two and Upper Key stage two.

Subject co-ordinators:

Each subject area has at least one member of staff to co-ordinate the subject areas.

Our core subject areas, Mathematics, English, Science and Computing are co-ordinated by each of our Phase Leaders.

Our foundation subjects are co-ordinated by our teachers. Current areas of responsibility can be found on our website. These subjects are:

Art, Design and Technology (DT), Educational visits and visitors, French, Geography, History, Music, Physical Education (PE) , Personal, Social and Health Education including Relationship and Sex Education (PSHE and RSE) and religious education (RE).

Subject leaders are responsible for the quality and consistency of provision, standards and achievement within the area of the curriculum they lead within the school. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Instead of each subject having a policy, each subject has developed their own 'quick guide' to their subject area. This clearly defines the 3 Is, the expectations for implementation and how to ensure accurate measurement of impact through assessment and their monitoring activities.

Class teachers are expected to ensure that the curriculum is well planned and delivered and that the KPIs are achieved by all pupils at their own level. All teachers assess pupils learning and progress on a summative and formative level and are expected to differentiate and put in adaptations to ensure all pupils within their class can access the appropriate curriculum.

4. Organisation and planning

Our curriculum is focused on the development of children's knowledge and skills across all primary subjects with the aim of ensuring pupils are ready for the next stage of their learning. Learning is defined in the Ofsted handbook as an 'alteration in long term memory', which means to remember more. Our families are key partners in developing their children's knowledge and we are grateful to all our families who support their child's learning. We are a reflective school and continually strive to improve our teaching and learning in light of the latest research.

In their first year in school, our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. Pupils learn to share, work independently and play with others. These foundations ensure our children are ready for the progress required into the other primary phases.

All children from Year 1 to 6 follow the 2014 National Curriculum which covers English, Mathematics, Science, Computing, History, Geography, Music, Physical Education (PE), Design Technology, Art and Design. In addition to the National Curriculum we teach Personal, Social, Health, Education (PSHE), Religious Education (RE) and French at Webheath.

The teachers plan using planning from a variety of sources as a basis to ensure breadth and progress. School staff have worked collaboratively to create our own curriculum that has both breadth and depth plus meeting the needs of our school and community. To aid staff with ensuring exacting progression of skills and knowledge and ensuring longevity, we have opted into some schemes to support, including the Kapow scheme of work for many of our foundation subjects. Kapow has been written and developed by a team of primary specialists to ensure an 'engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects'. Using this scheme as a basis ensures that our foundation offer is strong with a good professional development offer to ensure staff are upskilled to deliver the materials effectively. It includes diverse and inclusive resources. We currently use Kapow for Art, DT, History, Geography, Science, Music and Computing. For RE, we use the local SACRE approved Worcestershire syllabus enhanced by the Kapow materials. PSHE and RSE is a combination of PSHE Association support materials and units available on Kapow. RE is our own scheme as is French. For other subjects, please see below.

This basis is then used to adapt units and sequences of learning to ensure engagement and excite the pupils in our care. The delivery of foundation subjects are explicit to ensure the pupils understand the discipline and knowledge for that subject area. All subjects are planned to offer progression through the school and ensuring pupils can apply their learning to ensure greater depth and a mixture of skills and knowledge. Subjects are only linked if it makes sense, otherwise they will be taught discretely.

Our approach to our curriculum is based upon a mastery approach. According to the Education Endowment fund research, a mastery approach is: *'Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.'* When children have learnt new knowledge or a skill, they are encouraged to use in a variety of ways to enable a greater depth of understanding and all pupils have access to our full curriculum. Adaptations are made within the classroom to enable all pupils to access the direct teaching within class.

We believe our curriculum prepares our children well for their secondary education and has inspired them to find out more about the world around them. We aim to provide our children with the cultural capital they need to succeed in life.

4.1 English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions in all subject areas. Their vocabulary is developed systematically both in English and subject specific language. Our English lessons use a quality text as the basis for planning and we buy into a scheme written by primary specialist called Literacy Tree. The aim of adapting these

resources was the support for teachers and having key teaching strategies built upon to reduce connotative overload for our pupils.

4.2 Spoken language

Pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used extensively throughout the school, together with a range of planned learning opportunities that encourage pupils to explore language, e.g. role play, drama activities, group discussion. As a school we use the research of the Oracy project and are a part of the Voice 21 project. Voice 21 is working with schools across the UK to help develop the tools and resources to ensure every student is taught to communicate effectively. It believes that oracy, the ability to communicate effectively using spoken language, should have the same status as numeracy and literacy.

4.3 Phonics and reading

In EYFS and Year 1 children are taught phonics. Phonics is taught by demonstrating the relationship between the sounds of English spoken language and the letters or groups of letters of the English written language. We follow the Sound! Start Phonics Letters and Sounds systematic synthetic phonics programme, approved by the DfE. All children in EYFS and Year 1 have daily phonics lessons. During the summer term, all Year 1 pupils will participate in a phonics screening, which assesses the children's knowledge of phonics. Phonics lessons are continued in Year 2 to lead into spelling and for any for any children who require extra time to become confident in their phonetical awareness.

At Webheath we believe that early reading skills are crucial in children's English development. All children are encouraged to develop pleasure in reading and listening to books from EYFS upwards. Each child is provided with a quality reading book to share the love of the written word at home at home with an adult whilst they are developing their fluency. Whilst children develop this fluency, children take part in a book club at school and bring an electronic version home to celebrate this new fluent reading at home as a celebration. These books are chosen to ensure that the children can read them independently. In Key Stage One and EYFS, these books are chosen to match the phonemes that they have learnt and mastered. Our view is that reading should be taught at school but the love for reading, and the beautiful English language should be encouraged at home; children's decoding skills will be behind their abilities to develop vocabulary and understanding. Once children are comfortably fluent in their reading, they move onto using Accelerated Reader. This assesses the child's reading level and ability to comprehend and ensures reading choices are supported. Book club continues throughout school but progresses to differentiated challenging books of interest to enable guided reading discussions. All our children will regularly take part in whole class reading, shared reading sessions and group reading using various texts. The children will be encouraged to build on their attention and listening skills and then discuss the book with the class and answer questions based on the text.

As a school, we have a reading spine of all books that the children of Webheath will have encountered during their journey with us as a minimum.

4.4 Spelling

To continue the positive start the children make when learning phonics in Reception and Year 1, we are using a spelling programme from Year 2 to Year 6 called 'No Nonsense Spelling'.

The No Nonsense Spelling Programme was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance, rather than prescription, is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

4.5 Writing

At Webheath, we aim to teach children to become confident and competent writers. Through the 'purpose of writing' approach to the curriculum, we provide the children with the ideas and information they need to write. Throughout EYFS, Key Stage One and Key Stage Two, the children are given opportunities to write for a range of purposes, genres and audiences. The children have the chance to revisit writing for a certain purpose to show progression in their writing. We follow a clear progression of skills and knowledge based upon research by the Writer's Revolution and is outlined in more detail within our English policy.

To support the children's writing and to increase their confidence with using a range of sentence types, we use Writer's Toolbox in Key Stage Two. This is a platform for writing based upon the Hochman method that utilises AI to help children gain instant feedback on their writing.

4.6 Handwriting

At Webheath, all children are introduced to Cursive Handwriting as soon as possible. We believe this raises the standard in handwriting throughout the whole school, develops confidence, accuracy and fluency and improved presentation. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Handwriting sessions are in the timetable as well as incorporated in any Phonics, NNS and English lessons.

4.7 Mathematics

At Webheath, we strive to ensure that our Mathematics curriculum is meaningful and purposeful. We recognise that Maths is a very important subject area in life inside and outside the classroom. With this in mind, we seek to give children opportunities to learn through practical equipment, where children can develop and apply their mathematical skills and

knowledge. As well as working with practical, concrete resources, teachers also give children the opportunity to work with pictorial representations. Using both practical and pictorial resources allows children to develop a fundamental solid foundation before moving onto more abstract concepts.

Based on the new curriculum and the Maths for Mastery model by the White Rose Maths Hub, we are ensuring children gain an in depth understanding of Maths by teaching fluency, reasoning and problem solving. We are active participants of the GLOW Maths hub to ensure our staff understanding and skill set is up to date and based upon the latest research.

We aim to give children a solid grounding of fluency, involving fundamental number facts and relationships which are the foundation of future work in Mathematics. As a result of having a fluent understanding of concepts, children feel more confident and competent when moving onto more complicated areas of Maths. They are also able to apply their knowledge with increasing ease when reasoning and solving problems.

Throughout the school, we use a variety of different teaching methods to engage and enthuse children in a Mathematics curriculum that is suited to their needs. Children work with a different mix of whole class, group, shared or individuals on different days. They are provided with ample opportunities to share their ideas, results and recordings with each other. Children are encouraged to discuss their reasoning using key mathematical vocabulary. Teachers question the children, giving them opportunities to explore and articulate their understanding.

4.8 Science

Our Science lessons are taught as a stand-alone lesson but linked to our Topic work where appropriate. We base our teaching on the Kapow scheme of work. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Pupils are encouraged to work scientifically by asking scientific questions, using scientific vocabulary, planning and carrying out investigations and analysing their results. We aim to build key knowledge and science skills and carry out practical investigations, encouraging their curiosity and making learning exciting.

We also have dedicated science days throughout the year.

4.9 Art and design

Art has a very important place in our curriculum and is weaved into our termly topics as often as possible. We see art as a vehicle for creativity and individual expression and it provides opportunities for individual and collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We follow the national curriculum for our art and design syllabus however we do enhance it and

add some of our own touch to the guidelines. They will be introduced to the Great Masters and a wide variety of other artists and their styles. To aid the teaching of Art and ensure high standards, teachers have access to Kapow Art schemes of work and associated resources.

We have focused on encouraging an understanding of artists and their work so have created a spine of artists that pupils will explore in depth during their time at Webheath.

4.10 Design and technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

To aid the teaching of DT and ensure high standards, teachers have access to Kapow DT schemes of work and associated resources.

4.11 Computing

Computing is a core subject that also has its own policy. We do have discreet timetable time for the development of computing skills but our approach is to integrate ICT into all lessons: the use of laptops, iPads and other hardware such as cameras and recording devices is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns through regular online safety lessons.

We use Kapow to support our teachers and pupils with ensuring high enough standards in our computing curriculum. We also use Purple Mash, a creative online space from 2Simple as it hosts an exciting mash-up of curriculum focused activities, creative tools, programs and games to support and inspire creative learning. From poems to newspapers, masks and 3D models, animations and textured paintings, Purple Mash supports our creative curriculum throughout the year. As Purple Mash is online, children can continue their learning anywhere and anytime. We use Showbie online learning journals for workflow and are developing the use Office 365 with our older pupils.

4.12 Modern foreign languages (French)

Children are introduced to French from the EYFS, predominately through songs, and receive exposure to the language throughout their time in KS1 based around basic vocabulary areas. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are similar to English.

Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

In KS2, each class has a timetabled French lesson of 40 minutes per week which develops the skills of speaking, listening, reading and writing within the subject.

4.13 Music

We use the Kapow scheme of work from Reception as a basis for our weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. The learning within each scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing. We are lucky enough to have a dedicated music studio and several very musical staff.

Next to the discreet music lessons, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Assemblies and plays will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding and background music can be heard daily around school.

4.14 Physical education (PE)

At Webheath, some form of physical activity takes place every day in our curriculum. Our outdoor PE sessions will be either on the playground or the field. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Indoor PE is held in our large hall and includes gymnastics, dance, apparatus work and yoga. In KS2 children also go to swimming lessons at a local pool.

We believe it is important that every child has the opportunity to play sport competitively. Our school sports teams play against other local schools in tournaments and matches throughout the year.

In addition to curriculum sport, we have an extensive list of sports clubs, which are run after school. Through these clubs children can further develop their skills or try out entirely new sports like basketball.

Every summer we hold a whole school sports day, where all children are encouraged to take part and have fun. Sports day is a fantastic opportunity for parents to come along and see their children in action. Weather permitting, children and parents can round off the day with a relaxing picnic in the sun organised by our parents' association.

New to our setting in 2024 is the OPAL programme (Outdoor Play and Learning) to ensure that the value of play and risk taking at lunchtimes is planned for and celebrated as an enrichment for all to complement our PE offer.

4.15 PSHCE, RSE, and Health Education

PSHCE, or personal, social, health and citizenship education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends eg Talking Ted. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as appropriate. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating.

From September 2020, we have been teaching the statutory Relationships and Health Education curriculum. All children will be able to learn about different relationships, different families, growing up, puberty and their changing bodies. Sex education continues to be not compulsory in primary schools but we will be teaching some aspects of it. Parents will be able to request that their child is withdrawn from lessons about sex education, which are not statutory objectives covered in the science national curriculum.

To support the teaching of RSE and Health Education we use the PSHE Association Schemes of Work.

4.16 Religious education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Worcestershire, which is based upon theological questions. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain.

Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

This is enhanced by access to the Kapow units of work on Religions and Worldviews.

4.17 History and Geography (topic)

We use topics to deliver humanities subject skills and understanding. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. The topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, English and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. A timetable of trips to support pupils' learning and to enhance the curriculum is published each term. We welcome parental help on these.

4.18 Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists in and visit other settings. We also have links with small independent educationalists like The Rainforest Man.

Teachers hold enrichment days linked to subjects being taught. This allows the class teachers to plan and facilitate activities of interest to the pupils and be 'off timetable' for the day to engage pupils in learning that goes beyond the National Curriculum, often involving being outside, having visitors or allowing time for 'messy' activities.

We also have themed weeks throughout the year. Healthy Living week, Bikeability or First Aid.

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Maths Day, to match with events in the UK eg a national election and also to highlight our curriculum subjects eg Art Day.

Learning outside the classroom will utilise our extensive grounds, space and local area to ensure the best enrichment is planned for. This will be supported by our Educational visits co-ordinator who will ensure a breadth of purposeful visits are planned for and ensure an entitlement when being at Webheath.

4.19 Short-, medium-, and long-term planning expectations

- Each year group has an overview of their curriculum for their year group, which is available on the year group website page. These have been constantly reviewed and are available to parents.
- Each subject co-ordinator has produced clear progression document for both skills, knowledge and vocabulary.
- At the start of each new topic medium term plans (MTP) are written on the school format for foundation subjects. These are supported by a Knowledge Organiser to be shared with the children at the start of the new unit of work. These detailed MTPs and the resources on Kapow ensure staff do not have to spend extra time producing weekly plans and can focus on delivery and resources these subject areas.
- RE: Use the detailed RE Today and SACRE planning as well as Kapow.
- Computing: Use the detailed Kapow planning.
- Phonics: Create weekly planning using the model planning from Sound!Start Phonics.
- English: Use the Literacy Tree planning but adapt into weekly plans for your class.
- Maths: Adapt the White Rose, NCTEM and Maths Mastery resources into weekly planning.

See our EYFS policy for information on how our early years curriculum is delivered.

5. 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).

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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements for impact

The effectiveness of our curriculum will be measured by how well our children develop knowledge and skills across the curriculum and, ultimately, how well they achieve. This may be reflected in results from national tests but also, in some cases, by the personal progress made by an individual. If every child has become the very best they can possibly be, and they are well prepared for the next stage of their lives by the time they leave Webheath Academy Primary School, we will be confident our curriculum has done its job.

The difference our curriculum will make:

- From their different starting points, all children will make at least expected progress and achieve their potential academically, emotionally, creatively, socially and physically. Knowledge, understanding and skills will be secured and embedded so that children attain highly.
- Children will be effective and efficient readers and transfer these skills across the curriculum
- They will have strong communication skills and be able to demonstrate these both verbally and in writing and be tolerant of alternative viewpoints
- They will take pride in their school, surroundings and work, always striving to be the best that they can be
- They will demonstrate resilience and perseverance, coping well with challenge
- They will develop self-awareness and seek feedback to improve whilst showing confidence in their own abilities
- They will demonstrate the school values in all they do being kind and respectful as well as the integrity to demonstrate their own moral compass
- Pupils will be not only secondary ready, but have a sense of life and democracy within modern Britain

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Planned visits cycle from our local governing body.
- Quality of Education (QOE) will be monitored through a named QOE governor to the Local Governing Body who will check on the independent feedback of visitors and the work of leaders within Webheath. They will also challenge to data provided to ensure standards and intent and implementation are the best we can offer.
- Governors will ensure external validation is sought through the Trust and that the findings of these reports are challenged, and leaders held to account.
- Governors will seek the views of the children and the views of the parents at least annually to help steer the strategic direction of the curriculum offer.

Phase Leaders and subject co-ordinators monitor the way their subject is taught throughout the school by:

- Planning a monitoring and evaluation timetable that fits in with their own development plans, subject implementation plans and the school development plan

priorities. This will include environment evaluations, book looks, lesson drop ins, learning walks, pupil voice, parental opinion and teacher feedback.

- Analysing both formative and summative data
- Moderation and standardisation beyond the confines of Webheath Academy Primary School
- Keeping abreast of current research, trends and findings within their subject area to help monitor their subject area with fresh perspectives
- All will act upon their findings to improve the curriculum at Webheath

Phase Leaders and subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed. They must also request suitable funding through the SLT priced on their implementation plans with expected impact of spend identified.

This policy will be reviewed every two years by the Senior Leadership team. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Feedback and marking policy
- SEND policy and information report
- Equality information and objectives
- Pupil Premium Policy and report on funding
- PSHE and RSE Policy
- Maths Policy
- Computing and online safety Policy
- English Policy
- OPAL Policy
- Subject specific overviews