

Watlington Primary School

Teaching and Learning Curriculum Policy

March 2024

Next due review: Spring 2027

Signed: _____

Headteacher

Date: March 2024

Gemma Sterjo

Curriculum Statement

Our creative, engaging and enriched curriculum challenges learning across all subjects. We motivate our pupils to achieve well through a progressive curriculum design based on knowledge and skills. Our approach enables children to solve problems, think critically and demonstrate mastery level understanding across a broad and vibrant curriculum.

What We Believe

We believe that teaching should build on knowledge and understanding. At Watlington Primary School, we foster excellence through high standards, consistency and enrichment opportunities in our classrooms. Children are inspired to explore the world around them, asking and answering questions whilst being guided by passionate teachers. We believe that this drives intrinsic motivation and generates curiosity.

Our children have the right to learn the necessary skills and knowledge to become life-long learners and offer a valuable contribution to the wider community. By acquiring these learning behaviours and subject understanding, children are able to apply their skills to gain new knowledge and deepen their understanding of the complex world around them. We use the Bloom's Taxonomy to support this skill development and application throughout the school. We recognise the importance of children developing cultural capital and offer opportunities for children to develop and deepen their knowledge and skills across a broad curriculum.

Our inclusive curriculum ensures that individual needs are the centre of our planning; our teaching offers challenge for all pupils. We treat our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination and increasing the extent to which disabled pupils can participate in the curriculum. We are committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and to making reasonable adjustments to reduce disadvantage.

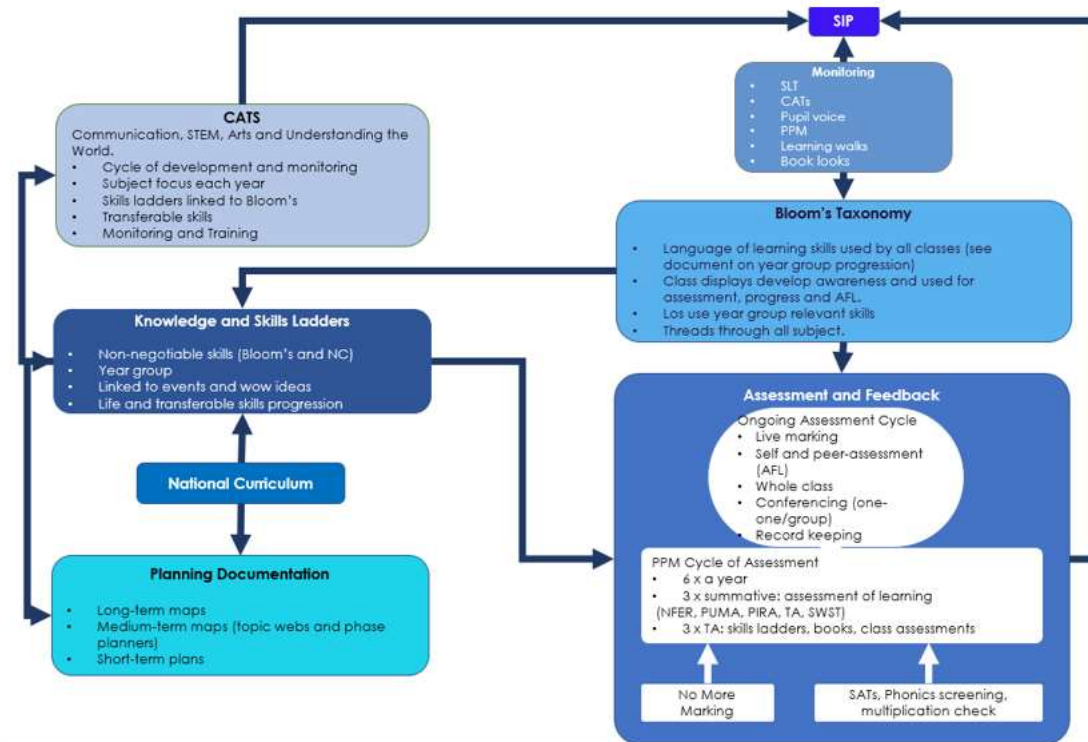
Our School Values

Our school values: **be responsible, be respectful, be resilient**, are the motivation to our teaching and learning approach.





Our values underpin school life and thread through our practice. We encourage children to think about how these values impact their lives both in school, in their life within the wider community and their future lives.

We actively prioritise inclusion in our school community, seeking ways to ensure *all* children have access to learning and an ambitious curriculum that will enable them to flourish in the next stage of their education.

Curriculum Implementation



Curriculum Action Teams (CATs)

Communication	STEM	ARTs	Understanding the World
			
Subjects	Subjects	Subjects	Subjects
Writing Reading Phonics MFL SPaG – Language	Maths Science DT IT	Music Art PE / Dance	History Geography RE PSHE / Values SRE (new)

In Curriculum Action Teams (CATs), we are responsible for developing our curriculum approach within the following four areas:

Communication: Reading, Writing (including Spelling, Punctuation and Grammar), Phonics and MFL

Understanding the World: History, Geography, PSHE, RE and SRE

STEM: Maths, Science, DT and IT

The Arts: Music, Art, PE/Dance

Our rigorous cycle of monitoring and development ensures each team focusses on improvement and development of subjects in line with the school improvement plan. This ensures each subject undergoes in depth scrutiny and improvement, as well as enabling updates relevant to wider educational changes and the changing needs of our children. This is developed through specific implementation plans for each team.

This approach enables teachers to teach a curriculum that does not stand still and reflects the dynamic world within which children are growing up.

Roles and responsibilities within our CATs

Curriculum leader

- To co-ordinate and lead the Curriculum Action Teams through the cycle of development, improvement and monitoring
- To engage in wider research to impact school development and improvement
- To report to the governing body on curriculum progress
- To work in co-ordination with English and Maths leads and to integrate curriculum development within these frameworks, implementation plans and the SIP
- To have responsibility for leading the updating the curriculum policy, implementation plan and intent.
- To deliver/co-ordinate INSET and training to support curriculum development and progress.

Curriculum Action Teams

- Collectively to be responsible for one of the four areas
- Each teacher to lead on a subject within their CAT
- To update and monitor skills and knowledge ladders
- To monitor subjects on a rolling programme and report to staff including development and improvement strategies to be implemented across the school
- To develop engaging curriculum opportunities for the whole school within the rolling programme of monitoring.

Key Stage/Phase leaders

- To input into the CATs with phase actions, targets and improvement requirements

English/Maths leaders

- To input into the CATs with Specific actions, targets and improvement requirements for these subjects and how these can be addressed in a cross-curriculum manner.

Knowledge and Skills Ladders

We have knowledge and skills ladders for each area of the curriculum that are purposeful, challenging and engaging. These have been developed by all staff (and monitored and developed by the CATs) thinking carefully about specific skills and knowledge relevant for each stage of learning.

Most importantly, these culminate in children who will leave Watlington well equipped to succeed in the wider world and ready to engage with learning in their next phase.

Within these ladders, we have developed essential elements that ensure consistency of approach and progression throughout the school. To ensure that continual cross-curricular learning is considered, links to other subjects, our school values and the wider community are also in place for each subject.

These skills ladders provide opportunities to enrich their cultural capital through motivating and engaging experiences. For example:

- Subject themed weeks
- Wow events / open afternoons
- Theatre productions
- Links to local museums, businesses and charities and community
- Visitors to school that forge links to different cultures, religions and communities.

Planning

Planning takes the form of:

1. Whole School long term maps of coverage

2. Yearly phase planners for each class
3. Termly Topic Webs
4. Short term/weekly planning

Planning	Provision
Long term Maps	Ensure National Curriculum requirements are in place across the school, demonstrating a progression of knowledge and subject areas that engage and inspire all age groups.
Phase Planners	Map the whole year for each class, linking subjects and wider experiences within the school year. This document ensures coverage and adaptation of topics to class needs and can be adapted throughout the year.
Topic Webs	Enables teachers to be flexible in their approach to implementing long term objectives. Topics can be tailored to meet the needs of all children and importantly their interests. The topic webs link all subject areas together under the topic umbrella. This is supported by subject skills ladders and language of learning for each year group.
Short term plans	Develops lesson level objectives linked to skills ladders, language of learning and National Curriculum outcomes. Shows differentiation for the cohort and considers specific groups including SEN and Pupil Premium.

These follow statutory requirements from the national curriculum as well as non-statutory guidance. Alongside this, teachers respond to the needs of the cohort and class, ensuring planning is flexible and engaging to each group of children. These plans are cross-curricular where possible and reflect the skills developed through our skills ladders for each subject.

Curriculum Delivery

The statements below highlight our approach to delivery of the curriculum. For more details see Appendix A, as well as linked policies.

Phonics

We use a systematic synthetic phonics (SSP) approach to teach reading using the Essential Letters and Sounds programme (ELS). Phonics teaching begins in Nursery, with a phase one focus. ELS is taught with fidelity through Reception and year 1 and into terms 1 and 2 of year 2. Year 2 then follow the Spelling Shed programme with KS2, with ELS interventions. From September 2024, we will follow the new ELS phonics/spelling programme for year 2.

Children are taught the following skills:

- To discriminate between separate sounds in words
- Grapheme-phoneme correspondence
- To apply the skill of blending phonemes in order to read individual words
- To recognise 'harder to read and spell words', also known as 'tricky words'

It is the aim that by the end of KS1, all children should be able to decode quickly in order for them to be able to develop the breadth and depth of their reading and become fluent readers.

Any children not making the expected progress in each year group are identified and ELS intervention groups are in place to support low attaining children, low progress, SEN and the lowest 20% where needed.

Assessment is an integral part of ELS, used to identify gaps on a regular basis, with time planned in to cover areas again. Formal assessments of reading are carried out three times a year and four times a year in Foundation Stage. Reading is rigorously monitored and assessed in lessons to ensure that children are accessing books that accurately reflect their stage, with appropriate challenge. Children have a 'phonics book' that is matched to their stage of learning and a 'sharing book' that the children choose to enjoy reading with a grown up. The children are also encouraged to borrow books from our library to enjoy at home.

Reading

We understand that reading is the key to all learning, so at Watlington, we have three elements to our reading approach that is embedded beyond, and alongside our teaching of phonics:

Element 1: Word reading, decoding and fluency

Element 2: Reading comprehension

Element 3: Wider reading and reading for pleasure.

Writing

Gross and fine motor skills are developed from the Nursery class, and mark making and writing is established throughout Foundation Stage. We follow the Talk for Writing approach to English and writing throughout the school. We link our writing to cross-curricular topics where possible, using a range of high quality texts across different genres, authors, history, geography and science. Children learn specific texts thoroughly and use these examples to develop and compose writing independently. SPaG is taught explicitly, as well as discretely through these lessons, as well as consolidation and stand-alone sessions where needed.

As part of our assessment process, all year groups take part in invention days during the year, through the No More Marking (NMM) approach. Children are provided with the same stimulus and are given the freedom to choose what they would like to write in response to it. This writing is also used by teachers as an assessment tool for independent application away from the Talk for Writing process.

Maths

We follow the mastery approach to maths using White Rose and NCETM resources throughout the school. In Early Years, we prioritise developing the eight early maths concepts, through the NCETM mastery resources. We build on the children's ability to apply these skills through problem solving and investigation-based learning.

Science

We follow the National Curriculum for science throughout the school. Our knowledge and skills ladders support and guide our planning and delivery. We focus on developing our children's knowledge and skills through practical, exploratory and investigative approaches. We encourage children to be curious and become critical thinkers through exploring their own lines of enquiry. We maximise the use of our school environment, including outdoor learning, therefore encouraging children to ask questions about the wider world.

Early Years

See our EYFS policy for information on how our Early Years curriculum is delivered.

Feedback, Assessment and Bloom's:

We have embedded the Blooms Taxonomy into this curriculum, using age-appropriate language to develop deepening areas of learning:

- Remembering
- Understanding
- Applying
- Analysing
- Evaluating
- Creating

The Blooms' Language is visible in all classrooms and is explicitly taught and discussed within all curriculum areas. This language gains complexity and depth as the children progress throughout the school. It is the language that is evident in our skills ladders and threads through all areas of the curriculum as transferable skills. These skills are core to our feedback and assessment strategies.

We believe that the most valuable way to give feedback to children is at the point of learning in the classroom. We have examined and analysed a range of evidence in this area and know that children respond most powerfully to feedback in this way. It enables them to make immediate adjustments and understand next-steps in a meaningful way and thus make accelerated progress. We focus on:

- Self and peer assessment
- Live-marking
- Whole-class conferencing
- Verbal feedback
- Record keeping and evidence.

We use a national system of assessing and moderating writing (No More Marking). This provides external data and comparison, which ensures accurate internal assessment of writing for years 1-6. This process involves all teachers assessing writing across all year groups; this helps us to be consistent throughout the school.

We complete summative assessments three times a year in maths, reading, writing and SPaG as well as three further assessment points that are based on class-based, formative teacher assessments.

See our feedback and assessment policy.

Monitoring

CATS

Monitoring the curriculum is embedded within the cycle of CAT work and plays a vital role in the development of teaching and learning and specific subjects. All monitoring results are shared with teaching staff to ensure improvements in classroom practice as well as sharing new subject developments.

Senior Leaders

The Senior Leadership team complete a cycle of monitoring across the school year and this feeds into SIP priorities and CAT areas for focus.

This monitoring can take the form of,

- Pupil interviews
- Teacher questionnaires and interviews
- Learning walks
- Book scrutiny
- Learning observations

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 identified as vulnerable**
- **Pupils with SEN**
- **Mid-year transfers**
- **Pupils with English as an additional language (EAL)**

Teachers will plan lessons so that pupils with SEND can access and benefit from our vibrant approach to the curriculum alongside their peers.

We believe that our approach to curriculum planning removes barriers for all groups including vulnerable groups.

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

Links to other policies

[Early Years Foundation Stage policy](#)

[Assessment and Feedback](#)

[English policy](#)

[Home learning](#)

[RE/Sex and Relationships](#)

Appendix A CAT Statements

The Arts at Watlington Primary School

The Arts team leads the following subjects: PE, Art and Music.

At Watlington Primary we believe that the Arts curriculum:

- **Provides** a range of developmental musical experiences with children learning a range of instruments throughout the school, **progressing** to group and independent performances.
- **Develops** creative planning to ensure cross-curricular teaching that is progressive and challenging. Sport enables children to experience and excel in a range of different activities. Where appropriate PE is linked to elements of topic planning.
- **Inspires** children with rich learning opportunities to develop competence through progressive skills development in all subjects resulting in county wide music performances, competitive sports tournaments and community ventures including singing at the local care home.
- **Maximises** life skills to ensure happy, healthy and resilient adults that enjoy and contribute to the arts.

Physical Education

We believe the children at Watlington primary School:

- **Engage** with a range of sporting opportunities from an early age; our curriculum ensures that progressive skills are taught from Reception to year 6, building year on year.
- Feel **confident** in learning new skills with their peers and applying these in game situations and sporting tournaments.
- Are encouraged to take part in tournaments and competitions, whatever their ability; **team work** and **support** are embedded in lessons and these experiences.
- Are offered a range of extra-curricular sporting clubs for all age groups that **develop** new skills and **apply** skills to games. These are run both by teachers and external experts.

Music

We believe the children at Watlington primary School:

- Are **encouraged** to join in with whole school and class singing, through assemblies and class sessions.
- The whole school regularly taking part in the BBC 10 pieces project.
- Have the **opportunity** to learn a range of instruments throughout the school including glockenspiel (KS1), recorder (LKs2) and Ukelele (UKS2). These lessons teach a progression of skills with music appreciation, reading music and relevant associated vocabulary.

- Access to the Charanga music resources to learn songs, appreciate music and **develop skills**.
- Have the opportunity to be part of the school band and choir, performing at school events and within the wider **community**.
- **Engage** with links with the local secondary school where children have learn **new skills** from dedicated music teachers and older pupils.
- **Develop** performance skills through school performances including plays, church services, assemblies and county wide events.

Art

We believe the children at Watlington primary School:

- The children at our school are taught art using a progressive, exciting approach.
- Children are encouraged to develop an **appreciation for art** in different forms, becoming **critical thinkers** when forming an opinion on what they see.
- We encourage the children to **develop** their skills by teaching a range of artistic styles and concepts.
- Art is a **valued** area of our cross curricular approach where children are encouraged to **apply** their art skills to a variety of different contexts.
- We work with our **community** to take part in **sustainability projects** such as creating our whole school values tree using plastics.

Key highlights:

- Being part of Garsington Opera project
- Early Years Olympics, lead by Year 5
- School netball and cricket club
- Daily Mile participation
- Collaborative art projects, lead by parents – The Values Tree
- Community art show
- Singing at the care home
- School choir and band
- The chance for every child in our school to learn a musical instrument.
- Whole class ukulele lessons for Year 5 and 6 pupils
- 6 identified PP children benefit from 1:1 music lessons paid for from PP fund each year.

Communication at Watlington Primary School

The communication team leads the following subjects: Reading (including phonics), Writing, SPaG and Modern Foreign Languages

At Watlington Primary we believe that the Communication curriculum:

- **Provides** a rich cross-curricular approach to English where engaging and purposeful texts are at the heart of all learning.

- **Develops** skills to enable children to become proficient communicators. Opportunities to develop children's reading, writing and speaking & listening skills are embedded not only within the English curriculum but also across the wider creative curriculum.
- **Inspires** children to engage with language and promotes enquiring, imaginative minds with the ability to ask questions and develop independent learning behaviours.
- **Maximises** life skills to ensure happy, healthy and resilient adults that can utilise their communication skills for both work and pleasure.

Reading

We believe the children at Watlington primary School:

- **Develop** early phonological skills enabling them to become confident young readers using Letters and Sounds and Jolly Phonics that translates into progressively challenging and engaging reading throughout KS1 and KS2.
- **Establish** a thirst for reading through use of high quality texts within our Talk for Writing approach.
- **Engage** with established links/visit with the local library for our younger children and **maximise** our excellent KS1 and 2 libraries throughout the school in order to encourage a life-long love of books.
- **Embed** comprehension skills through English and topics and **benefit** from reading workshops, book clubs and positive parental involvement.
- **Celebrate** a love of reading through special events such as World Book Day, Shakespeare Week, author visits and shared reading through the key stages.

Writing

We believe the children at Watlington primary School:

- Are **inspired** to enjoy writing from early mark making opportunities, both inside and outside, leading to writing for purpose and intent in a range of styles.
- **Engage** with Talk for Writing throughout the school that **embeds** a deeper understanding of genres, text-types and audience.
- **Respond** to stimulating hooks to inspire purposeful writing outcomes.

SPAG

We believe the children at Watlington primary School:

- Learn **relevant** skills linked to spelling, punctuation and grammar through lessons **threaded** across the curriculum.
- **Understand** that these skills are not stand alone and therefore confidently **demonstrate** how to apply these skills.

MFL

We believe the children at Watlington primary School:

- **Develop** a curiosity towards other cultures and languages.
- **Learn** French from year 3-6 with a focus on oral and verbal skills.
- **Celebrate** language through specific language and culture days.

STEM at Watlington Primary School

The STEM team leads the following subjects: Science, Technology, Engineering and Maths.

At Watlington Primary we believe that the STEM curriculum :

- **Provides** a rich cross-curricular approach to all stem subjects where engaging and purposeful investigations are at the heart of all learning.
- **Develops** creative planning to ensure cross-curricular teaching that is progressive and challenging. Stem learning is linked to topic planning and enables children to experience a range of inspiring activities. They develop their understanding that skills developed in one area can be transferred into other areas of learning.
- **Inspires** children with rich learning opportunities to develop competence through progressive skills development in all subjects resulting in children who can work collaboratively to develop independent scientific investigations as part of a county wide-competition, explore maths in real-life context and as part of wider curriculum work, use technology to record, present and analyse findings.
- **Maximises** life skills to ensure happy, healthy and resilient adults that enjoy and contribute to research and development in new technology, scientific discoveries and engineering.

Science

At Watlington Primary we believe that the children:

- **Develop a practical**, hands-on approach through investigations and open-ended tasks which promotes independent thinking and problem solving. Where children build on their scientific knowledge and competencies from Nursery to Year 6. Some areas of learning will be built up in layers and be revisited several times enabling children to deepen their understanding.
- **become thoughtful learners with inquiring minds who have the confidence to ask questions, discuss and explain their thinking.**
- **Inspire** awe and wonder **through engaging and exciting activities that link to the children's interests and the topic work they are exploring.**
- **Increase** their engagement with industry based science partners. We will exploit opportunities to ask parents to share their expertise in science and explore external workshops to enrich children's experiences.

- **Engage** with exciting, innovative projects linked with current affairs and topic work.

Technology

At Watlington Primary we believe that the children:

- become **innovative** through incorporation of technology across the curriculum to record, present and analyse findings.
- **Develops** knowledge of current technology, whilst being made aware of their digital footprint and how to stay safe online.
- Become **empowered** to support each other to use different digital technologies in their learning.

Maths

At Watlington Primary we believe that the children:

- **Develop** early mathematical skills enabling them to become confident mathematicians using a variety of Concrete, Pictorial and Abstract (CPA) models throughout the school, to support and consolidate understanding.
- **Establish** a thirst for mathematical learning and improving investigative skills, using the maths they have been taught and applying it to other areas of the curriculum.
- **Engage** with challenging open-ended investigations to consolidate and extend learning.
- **Embed** mathematical skills to develop a wider breadth of understanding which they can apply to their learning in a range of subjects, and **benefit** from 'real life' maths.

Understanding the World at Watlington Primary School

The Understanding the World team leads the following subjects: PSHE, RSHE, Geography, History and RE

At Watlington Primary we believe that Understanding the World:

- Is to **study** people, their behaviour and the environment in which they live.
- Unites History, Geography and RE to **consolidate** children's **understanding** of and **curiosity** for the world around them, past and present.
- **Equips** children and young people with essential skills for **building** positive, enjoyable, respectful and non-exploitative relationships how to stay safe both on and offline.

PSHE and RSHE

We believe the children at Watlington Primary School:

- **Engage** in a varied, vibrant and up to date PSHE (Personal, Social, Health and Economic Education) curriculum that is intertwined with our school values in order to **empower** our children to thrive in 21st century life.
- **Learn** about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.
- **Develop** life-skills in weekly PSHE lessons which are fun and relevant for their age group. We follow the 'Jigsaw- The Mindful Approach to PSHE' scheme which is recognised by the PSHE Association to approach important topics in an engaging, age-appropriate and sensitive manner.
- **Make links** across the curriculum through science as well as our PSHE and Jigsaw curriculum.
- **Reflect** and act upon our school value in their daily lives as they are embedded in all aspects of our curriculum. We believe centering our school life around our values produces empathetic, resilient and compassionate individuals that are not only proud of themselves but make us proud in the wider community.

Geography and History

We believe the children at Watlington Primary School:

- **Develop** a strong sense of identity and understanding of their future roles and responsibilities in our ever-changing world.
- Are **immersed** in fascinating topics which not only engage and inspire, but help to create independent, motivated and committed life-long learners who **understand** the complexity of people's lives, are aware of their place in history, **prepared** for the road ahead and determined to make a difference.
- **Participate** in trips and visits that motivate and inspire.
- **Celebrate** and **reflect** on their work through 'WOW' events at the end of topics.
- Relish the opportunity to **immerse** themselves in topics for example by dressing up as World War Evacuees, or even creating outfits inspired by other countries and cultures.

Religious Education

We believe the children at Watlington Primary School:

- **Acquire** knowledge and a deeper understanding of a range of cultures, religions and beliefs, whilst **reflecting** on their own identity and **drawing comparisons**.

- **Deepen** their life skills by enabling pupils to develop transferable skills such as listening, effective communication and reflection.
- **Create** an enriched culture, through participating in opportunities and challenges to develop deeper thinking.
- **Build confidence** in a nurturing environment so they are ready to **engage** in difficult questions; this enables them to thrive as they move up to secondary school and become part of a diverse world.