



# Whinfield Primary School

## Curriculum Policy

We now participate in the RRSA which promotes the rights of the child as laid down by UNICEF Convention of Rights of the Child (CRC). As participants in this scheme we:

- Ensure that coverage of any relevant UNICEF Articles is undertaken.
- Listen to the views of the children in our school regarding equality, diversion and cohesion if required.

- UNCRC Article 28: All children have the right to an education.  
Policy and practice in Whinfield Primary School respects children's dignity.

### **Policy Statement:**

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. 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. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

### **Aims:**

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

### **Reception Curriculum:**

In Reception, we have developed the Whinfield Curriculum for the children of Whinfield using the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in 2021 by the DfES and Birth to Five Matters documents. Our curriculum takes into account the children's varied starting points, prior learning experiences and local community. It's purpose is to equip children to be able to build a firm foundation in order to access the Key Stage One Curriculum. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Free Flow Play is an important part of the weekly timetable. Please read the EYFS policy for more details and information.

[Early Years Statutory Framework -](https://www.gov.uk/government/publications/early-years-foundation-stage-framework)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework>

## **English**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy 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. Their vocabulary is developed systematically. The children enjoy putting their literacy skills into action at our special school events, including book fairs and author visits. World Book Day provides another exciting opportunity for us to enthuse our young learners, with the whole school taking part in themed events. Weekly class assemblies, school productions and reading activities also develop speaking and listening skills and help the children to gain confidence by performing for an audience.

## **Spoken Language**

Pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used 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, hot seating.

## **Phonics and Reading**

In EYFS, Year 1 and Year 2 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 Little Wandle Letters and Sounds systematic synthetic phonics programme. All children in EYFS, Year 1 and Year 2 have daily phonics lessons. During the summer term, all Year 1 pupils will participate in a phonics screening assessment, which assesses the children's knowledge of phonics. Phonics lessons are continued in Year 3 for any children who require extra time to become confident in their phonetical awareness.

At Whinfield 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 reading book which they will read at school and are encouraged to also read at home with an adult. We use a progressive whole school reading assessment which builds upon previous learning, reinforces skills which have been taught, and allows for new learning to be taught and embedded. Our reading assessment looks at children's ability to decode and also builds on comprehension skills starting with retrieval and then building up to inferring. Each child is provided with a reading book to take home. This meets their phonics ability but will also challenge them appropriately. We encourage multiple readings of a book particularly when the child is beginning to learn how to read.

In EYFS children will regularly take part in whole class reading shared reading sessions 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.

From Year 1 onwards children are grouped for reading and will complete a mixture of comprehension tasks, spelling and grammar activities and extended reads based on their text for that week. Children enjoy whole class reading. Across the week children take part in whole class reading sessions including a one-hour comprehension session. Children continue to read both fiction and non-fiction books daily and are heard reading on a regular basis in KS2.

## **Spelling**

To continue the positive start the children make when learning phonics in Reception and Year 1, we use 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.

## **Writing**

At Whinfield, 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. When setting writing tasks staff ensure writing has a purpose for example writing from real life experiences, writing to express an opinion that may be important to the children. 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. The programme from KS1 is structured around longer blocks (one per half term) focussing on the purpose for writing and what different 'genres' or 'text types' have in common.

## **Handwriting**

At Whinfield, all children are introduced to Cursive Handwriting from Year 1. We believe this raises standards 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 and English lessons.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **Mathematics**

At Whinfield, 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 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 in ability sets. 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.

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

## **Science**

Our Science lessons are taught as a stand-alone lesson but linked to our Topic work where appropriate. 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 support children in spotting patterns, understanding what they have found out and talking about their learning. We strive to provide an environment where children are willing to take risks when trying out their ideas and are given the opportunities to develop their scientific enquiry. We want to inspire and challenge our pupils to become independent thinkers, who use their knowledge of Science to develop their understanding of the constant changing world they live in. We aim to ensure that our children can learn about how Science impacts upon and underpins much of our lives in today's society, while practical activities should stimulate their curiosity and develop a clear understanding for the future.

Staff follow the National Curriculum to inform their planning along with knowledge Matrices from planning assessment. The knowledge Matrices show staff what previous learning the children will have had and when. The planning also shows common misconceptions and how to address these within the teaching sequences. At the beginning of a new science topic children will illicit their current understanding through completing a progression sheet where the children write key vocabulary and key facts they know already about the topic. Staff will adapt their planning according to the children's prior knowledge and responses. At the end of a topic children can then go back to finish their 'What do we know' sheets, showing the progress in knowledge and skills within that topic. The skills of 'Working Scientifically' will be assessed during investigations and recorded through the teachers marking/comments in their books.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

## **Art and Design**

Art has a very important place in our curriculum and is weaved into our half 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.

We have Art Days with a whole school focus to further promote and enhance our skills, knowledge and understanding in this subject. We will work towards Artsmark targets.

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

### **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.

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

### **Computing**

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 iPad, laptops and other hardware such as cameras and recording devices are part of our learning tools. 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 and printing 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 Showbie, Purple Mash and various apps as a basis to plan high quality and engaging computing lessons. Purple Mash and Showbie host 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, both support our creative curriculum throughout the year. As Showbie and Purple Mash are online, children can continue their learning anywhere and anytime.

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

### **Modern Foreign Language**

Children are introduced to Spanish in Year 3. Each class has a weekly planned lesson.

At Whinfield, we are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children develop skills that will open further opportunities later in life.

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

### **Music**

We use Charanga Musical School online programme as a basis for our 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.

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 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.

Durham Music Service provide peripatetic lessons for Years 4, 5 and 6 pupils in strings and brass.

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

### **Physical Education (PE)**

At Whinfield, some form of physical activity takes place every day in our curriculum. Outdoor PE focusses 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 either of our halls and includes gymnastics, dance and apparatus work. In KS2 children also go to swimming lessons at a local pool.

Whinfield has a PE teacher who leads PE teaching across the school.

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 take place after school. Through these clubs children can further develop their skills or try out entirely new sports like basketball.

Every summer we hold various sports days, where all children are encouraged to take part and have fun. Sports day is a fantastic opportunity for parents/carers to come along and see their children in action.

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

## **PSHE and RSE and Health Education**

PSHE, 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 PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating.

From September 2019, we will be 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/carers 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.

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

## **Religious Education**

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in Darlington. Religious Education (RE) is taught to all children except those who are taken out by their parents/carers. 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.

## **Collective Worship**



All children take part in a collective act of worship each day. This may form part of our whole school Monday and Friday Assembly time and our Key Stage 1 and Key Stage 2 assemblies. On non-assembly days the class teacher will lead the collective worship which takes place in the morning. The activity is 'appropriate, having regard to the ages, aptitudes and family backgrounds of the pupils'.

Our acts of worship are 'wholly or mainly of a broadly Christian character' for the majority of the time. The faith background of both the staff and the child's family is respected at all times. Many of the characteristics of Christianity are shared by all the faiths so we concentrate on these.

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

### **History and Geography**

The history and geography curriculum has been developed to include the local understanding of the children. All year groups teach these subjects half termly so within a term both history and geography will be taught.

In geography, we teach locational knowledge, place knowledge, human and physical geography which includes weather and climate skills & geographical skills and fieldwork.

In history, we teach core knowledge about significant historical events, people and places in our own locality. We teach the children to explain and analyse, interpret, organise and communicate effectively and to use primary sources. We develop key historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance.

A timetable of educational visits to support pupils' learning and to enhance the curriculum is published each term.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

### **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 educational visits, 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.

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

### **Extra-curricular activities**

Beyond the classroom, the school offers enriching experiences and extra-curricular activities. Pupils of all ages can take part in activities to pursue their interests, and have the chance to develop and explore new ones. From creative and performing arts to subject extensions and sporting activities we offer a range of activities to suit every energetic young mind. Enriching extra-curricular activities build children's aspirations, give them foundation and transferable skills and help them make new friends in the school and have fun.

### **Wrap Around Care**

We provide an 'extended day' for working parents and carers from 7.30am until 6pm. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day. They are also given a light tea.

Approved by the Governing Body September 2021