



Watchorn Christian Curriculum Policy

It is our belief that an appreciation of the nature and character of God is central to our understanding of all areas of the curriculum. All our units of work are prepared after much thought and prayer and many are delivered with specific themes relating to the character of God and His purposes for our lives. These themes and concepts are communicated to parents so that they too can be involved in the development of these areas of character and understanding in the lives of their children. We seek to provide a curriculum which is broad and challenging, encourages pupils to recognise learning as an essential process which allows for flexibility and spontaneity, and above all, instils in them a joy in learning for its own sake which will be a habit for life

Literacy, Maths, Science, History, Geography, Biblical Studies, Foreign Languages, DT, Music, Art, ICT, PHSE and PE are all part of our curriculum. We generally adhere to the main aims and objectives of the 2014 National Curriculum so that children's knowledge and understanding in these areas progresses in a comparable way to that of children in other schools.

Aims

The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

All the subjects are underpinned by a detailed scheme of work which aims to equip the children with the appropriate skills, knowledge and understanding and lay down the foundations for lifelong learning.

The aims of our curriculum are for the children to:

- To understand the World around them through the love of Jesus.
- To enable all children to understand that they can be successful learners.
- To ensure that all pupils can access learning successfully regardless of disability or other potential disadvantage
- To enable children to develop their own personal interests and God given gifts.
- To give children a wide variety of life experiences through activities, trips and visitors.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children the core subjects of Reading, Writing, Mathematics, Science and Computing
- To enable children to be creative through Art, Dance, Music, Drama and Design technology.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle.
- To teach children about their developing world, including learning languages and how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.

- To enable children to be positive, enterprising citizens in society and to know that they can make a difference.
- To enable children to understand and respect other culture.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- To provide an opportunity for a child to play a musical instrument.
- To enable children to ask questions and take risks.
- To enable children to develop their intellectual, emotional and linguistic capacity and become useful and pro-active citizens
- To ensure that pupils know about and can apply safe procedures in their own lives including E-safety procedures
- To seek and exploit ways to involve parents and families in the curriculum as it unfolds throughout the year

English and Mathematics

The development of these skills is of utmost priority in our school and we adopt a wide and varied approach to learning across these areas.

English

Our daily English lessons develop pupils' spoken language, listening reading, writing, punctuation and vocabulary. Alongside the use of Hamilton Trust resources used in English lessons, 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. Our pupils are encouraged to read for pleasure and to read widely.

Phonics We follow the Letters and Sounds Programme for phonic learning and we also use resources from the Jolly Phonics

Reading This has a high profile in school, and we ensure our books are inspiring, varied and age appropriate. The process of learning to read is incredibly complex and we teach our children the strategies they need to learn through many activities. These include: guided reading sessions, whole class and individual reading sessions on a 1-1 basis. Our reading books are book banded and include a variety of reading schemes.

Writing

We develop writing skills so that Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of modelled, shared and guided writing, editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary before they complete any writing tasks. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Spelling

To develop accuracy of spelling and continue the use of phonics from Year 2 to Year 6 we use a systematic spelling programme called 'No Nonsense Spelling'. The focus of the spelling programme is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules as well as the learning of spellings, including statutory words, common exception words and personal spellings.

Mathematics.

Our teachers will ensure that mathematical skills are taught every day. We use the Hamilton trust resources to support our lessons. Teachers also use every relevant subject to develop pupils' mathematical fluency. Our pupils

understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving which allows children to use and apply their knowledge acquisition. Problem solving is a key area which allows children to use and apply their knowledge acquisition.

We adopt a mastery approach to maths with the aim of ensuring our children develop:

- Deep and sustainable learning in mathematics which they can apply to a range of contexts
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding
- Fluency with number
- An ability to solve complex problems by breaking them down into smaller steps and showing resilience

Science: will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will 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.

Computing: is an integral part of everyday life and we aim to equip the children from reception to year 6 with the necessary skills to become confident and independent users of computers, including developing their programming skills.

Physical Education: We have a large hall, and an outdoor all-weather area. The school benefits from being in close proximity to public playing fields which can be used for outdoor sports such as cross country, orienteering and tag rugby. The local leisure centre is within walking distance and the school provides swimming lessons to year 3 and 4, 5, 6 pupils in order to improve their water safety skills and be able to swim. The school benefits from support with the local sports partnership who provide planning of lessons in a broad range of areas including games, dance, gymnastics and fitness. The lessons allow children to achieve across learning that requires them to 'do' physically but also 'think' analytically and 'feel' social and emotionally. PE lessons are assessed alongside age appropriate learning targets linked to the national curriculum. The school also benefits from entering local sports competitions and events through its membership with the local school sports partnership.

Biblical studies and RE: Our school is underpinned by its Christian Ethos. We have biblical studies lessons to inform children of what the bible says, allowing them time to reflect themselves and discuss the meaning of God's word, we recognise that God has equipped children with discernment and we want children to search out their own informed understanding of the bible. Whilst we recognise this, we also give children time to study other major world religions and that some people have no attachment to religious beliefs and follow secular philosophies. This enables the children to become more tolerant, responsible, and reflective with regard to other people, their beliefs and the world around them,

Geography, History. Our topic programme is carefully balanced and planned to be age appropriate across the years. Our Plans show how each subject is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in 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. Through our history and geography lessons we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Trips are used to support pupils' learning and to enhance the curriculum. We welcome parental help on these.

Our Creative lessons include Art, Music and DT.

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.

Children have music lessons every week. We currently use Music Express 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.

Next to the 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 musical instrument 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.

Modern foreign languages: From KS2 we teach French to all children. Our approach is to make learning a new language fun! We will integrate the foreign language into the everyday routine using the 'all connect' support planning for KS2 teachers .

PSCHE: our 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 lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have a 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. Pupils learn about similarities and differences between people and cultures. Planting and growing things are important aspects of our PSHCE curriculum and we link this to an understanding of healthy eating. All pupils are taught how to use anti bullying strategies.

Early Years Curriculum

The nursery is run in accordance with the EYFS as required by Central Government. The activities in the nursery are set within a Christian framework, into which we have incorporated the three prime areas of the EYFS and the four specific areas. The activities are carefully differentiated for the different age groups and abilities, with the

older children having the opportunity to be challenged with more structured learning activities. 'Free Play' forms part of all sessions and is planned so that all the areas of development are covered. Staff pay careful attention to the children's interests and level of development through observation in order to plan timely and relevant learning experiences.

Christian perspectives

Where appropriate Christian perspectives and principles are brought out naturally within the context of the learning outcomes of a scheme of work as well as on an occasional informal basis where staff will respond to pupil questions concerning issues of a spiritual nature. We ensure that children have a range of learning experiences that stretch, challenge, stimulate and promote thinking and learning.

Inclusion

Teachers set high expectations for every pupil. They plan differentiated work to challenge and enable each child to reach their potential. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015].

Curriculum Planning

The curriculum is planned effectively through long term, medium term and short term planning. This provides continuity and progression. Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest achievement for all pupils
- Enable pupils to make connections across different areas of learning
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work both independently and together
- Enable pupils to respond positively to opportunities, challenges and responsibilities
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- Ensure that British Values are entwined through our teaching, school ethos, assemblies and interactions with each other.

Assessment

The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age-related expectations. We want our children's learning to be secure and embedded so that they have a firm foundation upon which to build their future learning.

At the end of Reception, Year 2 and Year 6 children will be informally assessed. In Reception this is known as the Foundation Stage profile and in Years 2 and 6, Assessment Tests similar to those offered in other schools. In addition, the Year 1 children do a Phonics screening check.

Assessment in DT, art, geography, history, music, PE and RE is managed by the class teacher and is recorded at the end of a unit as to whether the child has achieved specific National Curriculum objectives relating to that unit of work. For modern foreign languages this is recorded through the online applications and resources offered by the 'all connect' resources for languages.

Each class publishes a termly class newsletter which gives specific details of the curriculum for that term, to ensure that parents are aware of the learning aims of all children. This encourages parents to support their children in the home learning challenges as they see it part of the bigger picture of the whole curriculum.

The role of the Classroom teacher

- Support and embed the agreed Teaching and Learning policy
- Support and embed the Assessment Policy
- Ensure coverage of nationally agreed objectives and assessment
- Liaise with Curriculum leaders and support their work in ensuring high quality, high impact teaching and learning
- Differentiate for the different abilities in the class

Monitoring and Review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They conduct a work scrutiny is carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

SLT feedback to individual teachers about their monitoring so that strengths can be shared amongst staff and development points acted upon.

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