



# WELLESLEY PRIMARY SCHOOL

Curriculum Policy

Issue No: 11  
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## Change Record Sheet

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Issue No	Date	Summary of Change	Amended by:
7	April 2019	Policy Reviewed	Heather Small
8	July 2021	Policy Reviewed	Heather Small
9	April 2022	Policy Reviewed	Heather Small
10	April 2023	Policy Reviewed	Heather Small
11	April 2024	Policy Reviewed	Heather Small

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## Summary

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This policy will be reviewed every year.

This policy has been reviewed to ensure that it meets the requirements of the equalities impact assessment.

## School Vision Statement

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*At Wellesley Primary School we aim to make every day an exciting and challenging learning adventure.*

*We will achieve this by:*

Developing happy, motivated children who have high aspirations for their future;  
Teaching the children the skills they need to become life-long learners;  
Inspiring thoughtful, inquisitive children who respect and appreciate their environment;  
Embracing a wide curriculum and promoting healthy, active lifestyles;  
Celebrating and taking pride in all our achievements;  
Valuing the importance of working with each other, our parents and the local community;  
Nurturing caring and respectful individuals who have good manners and are well behaved.

## Vision Statement

**Aim high – reach for the sky!**

## Introduction

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The curriculum comprises all the planned activities that we organise in order to promote learning and personal growth and development.

It includes:

- The formal requirements of the National Curriculum.
- The range of extra-curricular activities organised by the school, in order to enrich the experience of the children.
- The 'Hidden Curriculum' which reflects the fact that children learn from the way they are treated and the way they are expected to behave. This is in the line with the school's ethos and mission statement.

## Values

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**Our School Values – respect, honesty, courage, kindness, positivity, responsibility**

The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at school and in society, and prepares pupils for the opportunities, responsibilities and experiences of adult life.

We have based our curriculum on the following values:

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- All children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- Each person in our community is important. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all children in our school.
- We aim to teach respect for our world, and how we should care for it for future generations, as well as our own.

## Aims and Objectives

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We aim to:

- Enable all children to have a learning experience in school which is fun, enjoyable and enriching.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Enable children to develop as creative, independent life-long learners.
- Enable all children to learn and develop their skills to the best of their ability. This includes the provision and opportunities to extend more able children and support children with special educational needs.
- Allow significant time for children to learn new skills and have time to practice those skills
- Encourage children to know what their strengths are and which areas they need to develop
- Encourage children to evaluate and assess their own learning
- Ensure that all children feel that they are successful learners and have high self-esteem in regards to their learning.
- Fulfil all the requirements of the National Curriculum and the South Gloucestershire Syllabus for Religious Education.
- Teach children the basic skills of reading, phonics, writing, GPS and maths.
- Enable children to be creative and to develop their own thinking and appreciate the creativity in others.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand Britain's cultural heritage.
- To promote British values.
- Enable children to be positive citizens in society.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Seize opportunities for pupils to experience and express awe and wonder.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to value, recognise and respect similarities and differences so that they can make a positive contribution to society and live co-operatively with others.
- Encourage children to develop a healthy lifestyle.
- Ensure children have access to a wide range of physical activities.

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## Key Skills

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Teaching should ensure that children have the opportunity to develop key skills:

- Communication
- Application of number
- Computing
- Learning to learn
- Improving own learning and performance
- Problem solving
- Working with others

## Early Years Foundation Stage

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In the first year of schooling The Statutory Framework for Early Years is followed using Development Matters as guidance on day to day. Children will be assessed on entry using the Reception Baseline Assessment and their next steps will be planned from here. (For more information see our Early Years Policy)

## Planning for Years 1-6

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- The curriculum is taught through discrete subjects and linked “topic” areas where relevant
- Units of work are planned using the framework of the National Curriculum.
- A long-term plan (curriculum map) is agreed for all year groups. This indicates what topics are to be taught in each term, and to which groups of children, on a yearly cycle.
- Units of work are planned, usually over a short term’s duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be individualised and what the pupil outcomes will be.
- SHORT TERM PLANNING is carried out in detail for reading, phonics, writing, GPS and maths using an agreed format.
- Over the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links are made wherever appropriate.
- The children are taught in mixed ability groups for most subjects.
- Work is carefully individualised in all subjects to ensure that it matches children’s needs and that all children are suitably stretched.
- The RE scheme of work (Jigsaw) covers the South Gloucestershire SACRE syllabus.
- The school aims to meet the needs of children with special educational needs in line with the guidelines set out in the SEN Code of Practice. (For further details see our policy on Special Educational Needs’.)
- Interventions are provided as appropriate to provide for children who may need additional support.
- Children are taught skills of learning to learn throughout the whole curriculum and are encouraged to be active learners who respond well to a challenge.

## Organisation for Years 1-6

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- The curriculum will run on a yearly basis over the six terms.
- English and Maths will be taught daily in the mornings.
- Phonics and Spelling will be taught separately from the English lesson.

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- Guided Reading sessions will be held daily.
- Topics will be based on a quality English text, an era of history or a geographical theme.
- Where possible, topics will start with a 'Big Bang' - a hook designed to capture the children's interest e.g. a visit, visitor to school, historical dig, finding a mystery object in the classroom, having a problem to overcome.
- After the 'Big Bang' the 'Big Picture' is introduced to the children. They need to know where the block of work is going to lead.

### KS1

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English based	English based	English based	English based	English based	English based
History or Geography/Art or DT (including cookery termly) taught linked to topic					
English, Maths, Science, PE, Music taught discretely + links to topic made where possible and relevant					
Computing, RE, PSHE taught discretely					
Forest Schools to be taught in blocks throughout the school year					

### KS2

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English based	History based	English based	Geography based	English based	History based
History or Geography/Art or DT taught linked to topic					
English, Maths, Science, PE, Music taught discretely + links to topic made where possible and relevant					
Computing, RE, PSHE, MfL taught discretely					
Forest Schools to be taught in blocks throughout the school year Cooking to be taught termly					

- It is also deemed very important to hold daily sessions where children can read independently and also listen to a story. These are planned into the daily timetable.
- Special events and times of year will be factored into planning such as 'The King's Coronation' or Christmas. These hold invaluable learning opportunities and should be allocated time to be addressed effectively.

## Attainment and Progress Monitoring (for more information see Assessment Policy)

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Wellesley Primary School places great emphasis on ensuring that all children develop to their personal best. The progress of individual children is carefully tracked in detail for English and Maths and appropriate targets and learning goals are set for each child. For the foundation subjects children are assessed termly against age-related expectations. These are communicated clearly to the child (and their parents/carers) so that all parties are fully aware of what is expected at each stage of their educational journey.

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## Subject Leaders

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The role of the subject leader is to:

- Provide direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Ensure that their subject is suitably resourced
- Monitor, evaluate and modify current practice to ensure continuity and progression throughout the school.

Each subject leader is expected to keep up-to-date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each subject leader reviews the teachers' curriculum plans and children's work for their subject, ensuring that there is full coverage of the National Curriculum and that there is adequate progression.

## Responsibilities

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The Head teacher has the responsibility for the leadership of the curriculum and delegates this responsibility to key staff:

- Class teachers are responsible for writing the Medium Term and Short Term Plans and liaising with subject co-ordinators over the content and delivery of the units of work. Subject co-ordinators evaluate and monitor standards in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression between year groups.
- The Senior Leadership ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head Teacher's report, visits into school and meetings with Subject Co-ordinators.

## Inclusion and Special Educational Needs

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Wellesley Primary School is committed to providing a stimulating and challenging curriculum for all pupils on its role. The curriculum 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 individuals, then we do so by working in partnership with parents.

The school does all it can to meet the needs of special needs children and ensure that we comply with the SEN Code of Practice at all times (see SEN Policy). Children with special needs are added to the school's SEN register and appropriate plans are put into place. When needed, we provide additional resources and support for children with special needs, which may include support from a teaching assistant.

## Health and Safety

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The school has a comprehensive 'Health and Safety' policy, which includes references to the curriculum. We also follow current DfE and South Gloucestershire guidelines for specific subjects and for out-of-school activities