WINDY NOOK
W N
Primary School

Curriculum Policy

September 2024

Introduction

At Windy Nook we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore. *(Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment).* We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We use Rosenshine's 10 principles of learning to guide our curriculum planning and provision.

Through a two year rolling programme, our school curriculum is designed to address the gaps in our pupils' knowledge, skills and life experiences by:

- The development of language skills
- Increasing pupils' knowledge of how to keep themselves safe
- Experiences of life beyond the local area
- The development of self-belief and an 'I can do' attitude
- The development of a sense of community and rights and responsibilities within it

We are committed to developing the whole child through our curriculum goals. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. *(Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.)*

Values

As a Rights Respecting School, we enrich the curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of aspiration to be the best we possibly can be. We firmly believe by instilling such beliefs in our learners we are encouraging them to not only fulfil their potential but also to adopt a positive attitude to life-long learning. Growth mind-set is at the heart of our learning ethos.

(Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life).

We organise our curriculum so that we promote co-operation and understanding between all members of our community; we use the community to enrich the curriculum - children's learning is enhanced with either a visit or visitor on a half termly basis.

We respect each child in our school 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 the children in our school.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum via the school website, homework and curriculum workshops, and are positively encouraged to become involved.

Values are recognised and celebrated within school via our monthly value award, which include:

- January – perseverance;
- February – tolerance;
- March – respect;

- April – honesty;
- May – caring;
- June – friendship;
- July - resilience;
- September – dedication;
- October – thoughtfulness;
- November – responsibility;
- December – trust.

Aims and Objectives

The aims of our school curriculum are:

• To enable children to understand the skills and attributes needed to be a successful learner;
· To enable children to improve their long term retention through spaced repetition of key learning – Rosenshine principles
• To promote a positive attitude towards learning, so that children enjoy learning, and acquire a solid basis for their next steps;
• To teach children the basic skills of literacy, numeracy and computing;
• To enable children to be creative through art, dance, music, drama and design technology;
• To teach children about their developing world, including how their environment and society have changed over time;
•To fulfil all the requirements of Gateshead's Agreed syllabus for Religious Education;
• To help children understand the Core British Values;
•To enable children to be healthy individuals who enjoy sport and appreciate the importance of maintaining good health and well-being;
• To enable children to be positive citizens in society and to feel that they can make a difference;
• To enable children to understand and respect other cultures;
• To teach children to have an awareness of their own spiritual development;
• To help children understand the importance of truth and fairness, right and wrong, 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 enable children to be passionate about what they believe in and to develop their own thinking;

(Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life).
Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.
Article 16: Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.
Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.
Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Article 28: Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.
Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.)

Individual Subjects within the Curriculum at Windy Nook

We have developed a curriculum which is enhanced by visitor and/or visitors on a half termly basis. Each subject is celebrated at school:

English

Reading and writing are the key to the entire curriculum; therefore, at Windy Nook Primary School we put an emphasis on the teaching and learning of English.

A focus is placed on the teaching of phonics and Early reading in Early Years and Key Stage One, using Read Write Inc.. Throughout the school, the children are encouraged to read a range of texts to give breadth and balance to their reading. Guided Reading lessons are planned according to the needs of each phase and it is not a 'one fits all approach'. Each phase in school has class authors and poets which they study during the course of the year. As part of the daily English provision, the following essential skills are covered: handwriting, spelling and grammar and punctuation (GAP Buster). It is these areas which have led to the English curriculum being bespoke to the needs of our learners here at Windy Nook allowing for spaced repetition of key skills. Every fortnight, each class undertakes an extended writing lesson where the skills that have been taught during that week culminate in a longer piece of writing. This may be English or topic drive. The expectation across all year groups is that the standard of writing should be the same in all subjects e.g. History, science etc. All genres of writing are covered throughout the year, by each year group. A range of media is used to deliver stimulating English lessons e.g. Books, visitors, digital literacy.

Maths

At Windy Nook, we recognise that maths is essential for everyday life; it is critical to other subjects such as, science and technology. Therefore, we as teachers, we need to reinforce this to all pupils, parents and carers. We promote the phrase 'I'm expecting you to do this because you can!'

We follow the 3 aims of the National Curriculum for maths:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Children are exposed to all 3 elements – this will ensure that they become both competent and confident in all areas of maths. The maths curriculum is delivered through a cyclical approach so that key aspects of maths learning and revisiting throughout the year.

Every lesson, children are exposed to a daily 'Speed Calc' whereby children are given a set of subject-driven questions which they are expected to answer within a given time frame. It is this area of the maths curriculum, which is bespoke to our learners at Windy Nook, and equips our learners with the repetition of basic mathematical skills, we believe, for the next stage in their learning.

During maths lessons our children will begin by using the concrete, pictorial and abstract (CPA) method, which involves using actual objects for children to add, subtract, multiply or divide. They then progress to using pictorial representations of the object, and ultimately, abstract symbols. It is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils. Children often find maths difficult because it is

abstract. However, as they progress through school they will be actively encouraged to show understanding of maths using all three aspects of the (CPA) model.

Science

Science teaching at Windy Nook fosters and develops pupils' curiosity in the subject whilst also helping them to fulfil their potential. Through building key knowledge, concepts and skills, pupils are encouraged to develop a sense of excitement and curiosity about natural phenomena. They are also encouraged to explain what is occurring through conceptual models and practical activities that progressively build a deep understanding of the science curriculum. Children will work and record in a practical scientific manner on a half termly basis. A progressive approach to recording scientific enquiry is established across Key Stage One and Two which allows the repetition of key learning. Where applicable, the correct age appropriate maths is to be utilised. Each phase has a scientist they are expected to study. This is in a bid to help children become ready for next steps in their education, by giving them an insight into influential scientists who have shaped our world today.

Computing

At Windy Nook, computing skills are taught as a discrete subject and embedded across the curriculum to support learning. Computers and other technological aids are used throughout the school. The children are encouraged to communicate ideas and information in a variety of forms, where appropriate, using equipment and computer software to enhance their learning. Microsoft Office has become a leading platform to drive productivity at home and in the workplace. Whether it's managing email in Outlook, or building analysis spreadsheets in Excel, Office has made carrying out many computer- based tasks easier for all of us. Therefore, at Windy Nook Primary School we believe it is vital that children continuously revisit and build upon these skills from EYFS to Year 6. This will prepare them for the next stage in their learning and beyond. Learning about online safety is an essential part of our curriculum, and is re-enforced across our delivery of the computing and safeguarding curriculum where appropriate. Our aim in the delivery of our skills-driven computing curriculum is to develop digital literacy in our pupils to enable them to become active participants in a digital world.

History

At Windy Nook, we want our pupils to understand that it is history that binds us together as a distinctive community from a widely globalised culture. The history curriculum will provide children with a coherent knowledge and understanding of Britain's past and that of the wider world. Studies linked to our local area take place in each phase throughout school.
Throughout the year, the children carry out a study of a significant time period in history in order to develop their sense of chronology. During these sequences of lessons, our aim is for the children to be curious and inquisitive about the past through asking perceptive questions and thinking critically. We develop their ability to scrutinise evidence and decide which version of events are credible. We hope they will be inspired by the amazing citizens, cultures and societies who have helped shape and advance our nation and the wider world; and to also learn from the mistakes and injustices that have occurred throughout time. By the end of the children's historical journey, they will have a better understanding of chronology and the use of historical sources to find out about the past through the spaced repetition of key learning.

Geography

In Geography at Windy Nook, pupils develop their knowledge of people and places to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there. We study local areas/issues and extend these studies into the wider world. As part of our curriculum, the children learn to use a range of maps sequentially to locate cities, countries, mountain ranges, rivers, seas and oceans. They use atlases, photos and the internet to explore the environment and economics of those countries which they study. They then use the skills they have developed in literacy, numeracy and ICT to report and record their findings.

Physical Education (PE)

At Windy Nook Primary School, we believe that Physical Education (PE) is a unique and vital contributor to a pupil's physical development and well-being. Our high-quality PE programme is planned and sequenced so that knowledge, skills and understanding allow pupils to perform with increasing competence and confidence in a range of physical activities. The PE programme at Windy Nook aims to contribute to the personal development, health and well-being, enjoyment, success and achievement of all pupils across the curriculum and beyond. The PE programme allows pupils to learn, think and make decisions in different ways in response to creative, competitive and challenging activities. PE also help pupils to develop personally and socially through working in teams and undertaking different roles and responsibilities. In Upper Key Stage Two, the PE curriculum works in line with Heworth Grange's Sporting calendar (Our secondary cluster) in a bid to help prepare children for cluster-led sporting events.

Children participate in a variety of cluster, cross cluster and authority-wide competitive events e.g. football, basketball, cricket, rugby, athletics, swimming.

Art and Design

At Windy Nook Primary, our art and design curriculum progressively develops the key skills of drawing, painting and sculpture. Drawing skills involve an increasing understanding of lines and marks, form and shape, tone and texture. Painting, which can include printing, develops a growing understanding of colour and texture. Sculpture will allow the children to work creatively with materials and techniques. Sculpture can be made through an additive process (construction) or a through taking away (carving). At some points during the year, the Art and Design curriculum will overlap other subjects and will be delivered as a cross curricular study. Each phase in school studies a recognised artist, designer or architect. Teachers use a wide variety of art equipment to engage and inspire learners. Visits to galleries and visiting artists to the school enrich children's experience of art.

Creative development is a specific area in the Early Years curriculum, where art is taught alongside the other creative disciplines. In Nursery and Reception classes, art and design skills and understanding are part of the continuous provision. Opportunities for learning about art are planned for in both the outdoor and indoor environments. Adults teach a wide variety of techniques directly to the children. Children are given time to explore and develop their understanding of the subject at an early stage.

Design Technology

Through a progressive design technology curriculum, our learners gain experience of the design process: design, make, evaluate. This sequential approach allows the learners to find out about every day design problems. They learn to solve problems, explore tools and techniques and learn about design in the world around them. They also gain understanding of the need for safety procedures. At Windy Nook Primary, this subject is frequently taught through cross curricular topics, e.g designing and making cards at Christmas. Work with younger children often involves episodic learning with parents working on a project alongside their children.

Personal, Social and Health Education (PSHE) and Rights Respecting School (RRS)

At Windy Nook, we strive to provide a safe and nurturing environment, in which all of our children benefit from a rich and varied curriculum that has spiritual, moral, social and cultural learning at its core. We believe it is imperative that the key skills our children develop whilst in school help them to prepare for the opportunities, responsibilities and experiences of life as an active member of a democratic society.

Our Personal, Social and Health Education is taught through a cross-curricular approach. This ensures that the children can see the learning in context and can make links across the different aspects of the PSHE curriculum. Pupils are supported in applying the skills they are learning, in real life situations as they arise: e.g. resolving conflicts; working a part of a group on a project. Our curriculum gives children the knowledge, skills and understanding they need to stay healthy and safe, develop positive and worthwhile relationships and make the most of their own abilities and those of others. Our curriculum is adaptable and makes reference to current local and national issues.

As a UNICEF Rights Respecting school, we ensure that children gain an understanding of both their rights and responsibilities as a child and use this knowledge to learn how to respect the differences between others and become involved in the life of their local and global community.

Helping our children to grow into positive, self-aware and confident individuals is our primary aim.

Music

Music is taught through a mixture of whole class peripatetic teaching (LKS2 weekly violin lessons), cross curricular musical experiences and through our 'Minute of Listening', which helps to develop pupils listening skills and music appreciation. Music tuition is offered in school by woodwind, brass and percussion peripatetic teachers. Musical performance is celebrated through a range of events e.g. Carol service, spring concert, pantomime, school productions. We have a school choir who enjoy performing in school and in the wider community.

Religious Education (RE)

At Windy Nook, we believe that religious education should provide a relevant and interactive study of religion, preparing children for later life in multi-faith Britain. As Christianity remains the main religion followed by the British population, it will receive the appropriate level of coverage and repetition of learning within the religious education curriculum. Due consideration within this framework will be given to other faiths to ensure respect, tolerance and understanding for the beliefs of others are promoted and encouraged as part of our programme and education in British Values. The school has adopted Gateshead's Religious Education Agreed Syllabus. Parents have the right to withdraw children from religious lessons and collective worship; however, it must be acknowledged that these activities may make a contribution to cross-curricular National Curriculum objectives and help shape them into accepting, educated individual's in a varied community. We have strong links with or local church where calendar events are celebrated and community projects are undertaken.

International Schools and Modern Foreign Language

Learning languages is fun and engaging for our pupils at Windy Nook Primary School and we have achieved the International School's Award which recognises the rich and diverse work that we do. Spanish is taught throughout Key Stage Two with children developing their speaking and listening skills and written Spanish. We also celebrate languages and cultures together as a school through key events that take place across the academic year. These events and activities are integrated with education for global citizenship and helps form an essential part of pupil's developing cultural awareness, an understanding for others and increasing an interest for learning a new language.

British Values

We seek to promote British values in our policies and practice here Windy Nook. Our activities and the way we manage learning and behaviour, clearly reflect British values. We promote these values in the following ways:

Democracy

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services – by discussing these whenever appropriate in curriculum work;
- Teach pupils how they can influence decision-making through the democratic process – e.g. in our School Council work and Rights Respecting Ambassadors;
- Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain – e.g. when considering periods of history where democracy was not as fully developed as it is now;
- Hold 'mock elections' so pupils learn how to argue and defend points of view e.g. when electing representatives to the School Council for each class and when appointing 'Buddies' to work in school;
- Help pupils to express their views e.g. through English lessons and opportunities to present work and opinions;
- Model how perceived injustice can be peacefully challenged e.g. through our interactions with pupils and the school's behaviour system and discussing scenarios in assemblies and class PHSE work.

The Rule of Law

- Ensure school rules and expectations are clear and fair e.g. by discussing these with pupils and establishing classroom charters with the pupils themselves;
- Help pupils to distinguish right from wrong e.g. during everyday interactions and discussions of stories, fables and other literary materials;
- Help pupils to respect the law and the basis on which it is made e.g. by showing how rules help everyone to interact in an orderly and fair manner and protect the vulnerable in society;

- Help pupils to understand that living under the rule of law protects individuals;
- Include visits from the police in the curriculum e.g. have sessions with the Community Police Officers, work with the Youth Offending Team, visits from the Fire Service;
- Develop approaches focused on fairness and justice to resolve conflicts e.g. as part of sanctions in our approach to behaviour, linked to Golden Time.

Individual Liberty

- Support pupils to develop their self-knowledge, self-esteem and self-confidence e.g. through all areas of teaching and learning in school;
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights e.g. through all of their interaction with adults and each other in school, through the UNICEF Rights Respecting Schools;
- Challenge stereotypes e.g. through SMSC/PHSE work and assemblies;
- Implement a strong anti-bullying culture – as enshrined in our policies for Anti-Bullying and Behaviour;
- Follow the UNICEF Rights Respecting schools' agenda.

Acceptance, Understanding and Respect

- Promote respect for individual differences in all areas of learning and interaction;
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life e.g. through our Religious Education work and PHSE;
- Challenge prejudicial or discriminatory behaviour e.g. through discussion and use of illustrative materials as well as our approach to behaviour in school;
- Organise visits to places of worship e.g. visits to the local churches and other diverse places of worship as appropriate to the curriculum;
- Develop critical personal thinking skills throughout our curricular work;
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers e.g. through our SMSC/PHSE and broader curricular work and through visitors to school sharing their experiences.

Organisation and Planning

Classes are organised into four phrases - Early Years, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. Each phase includes three registration classes. These classes are used to deliver afternoon lessons – which are predominately topic/foundation subject based. On a morning, we deliver the English and Maths curriculum. The class arrangements are based on the needs and size of the cohorts. The exception to this is in Nursery, where children remain with their registration teacher throughout the day.

At the start of each academic year, we agree a long-term plan for each key stage. This indicates what topics are to be taught in each term.

Within our medium-term plans, we give clear guidance on what skills will be covered during each subject and the objectives which will be covered, on a weekly basis. Rosenshine principles are embedded in our medium term plans.

As we have adopted education Gateshead's assessment for English we use their guidance when planning the content and structure of the core curriculum.

We operate a two- year cycle of the curriculum, therefore, by the end of each key stage children will have covered the objectives and key skills required of their age range.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all. We adapt the curriculum to meet the needs of individual children and provide interventions as appropriate. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more specialised, then we may consider the child for an EHC plan (Educational Health Care); we

involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

The EYFS

Nursery and Reception are known as the EYFS. Teachers follow the Foundation Stage curriculum, which sets out learning in six areas. These are:

- Personal, Social and Emotional Development;
- Communication, Language;
- Physical Development;
- Literacy:
- Maths;
- Understanding the world
- Expressive arts and design

At the end of Reception, children work towards Early Learning Goals.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Football, Rugby, Basketball, drum, brass and violin tuition, Sign Squad and Dance Club.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject (including subject policy);
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area (with support from Senior Leaders);
- Promote their subject with the staff team, pupils and the wider community;
- Provide efficient resource management for the subject.

It is the role of each subject leader 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. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. This is completed under the guidance of the Head Teacher.

Monitoring and Review

Our governing body Curriculum and Standards Committee is responsible for monitoring the way the school curriculum is implemented. The Senior Leadership Team is responsible for the day to day organisation and monitoring of the curriculum. Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning to ensure that appropriate teaching and learning strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Please read this policy in conjunction with: Assessment Policy and SEN Policy.