



Windmill Hill Primary School

Curriculum Statement Policy

“Windmill Hill is committed to lifelong learning within a caring environment.

Together, we make a difference.”

Policy

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1. Curriculum Intent

Our curriculum intention is:

- Windmill Hill Primary School endeavours to offer a curriculum that develops a well-rounded, happy pupil. We have rich and varied opportunities that inspire our pupils and make them excited to learn. A broad and balanced curriculum is crucial. to ensure Ourour pupils are exposed tooffered a wide range of life choices and opportunities.
- We want our children to come to school filled with enthusiasm and eager to learn every day. In order to do this, we want to arrange for the children to visit interesting places, experience live performances and offer opportunities that they would never have the chance to be exposed to. We know that this will impact on their learning and improve attainment in all subjects.
- We believe in a school where the origins to our plans for teaching and learning stem from the 'why' rather than the 'what'. We want to enable students to understand the world around them and the skills that they hold within, so that they can become passionate, e, fulfilled individuals and pro-active, conscientious citizens of Windmill Hill and the wider community. In order to achieve our goal, we will teach engaging, inspiring lessons that cover a rich and varied curriculum. We know that this will result in happy pupils with a

thirst for learning that will see them reach their vast potential in whatever field they intend to pursue.

- We strive to ensure that a rich and engaging curriculum is accessible to pupils with special educational needs and/or disability and that they are supported in making effective progress academically and socially.

2. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and Responsibilities

3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Staff with responsibility for specific subject(s) will ensure that appropriate schemes of work are in place and relevant resources are provided.

Teachers are appropriately supported and that parents are informed about curriculum provision.

4. Organisation and Planning – Implementation and Impact

As a school, we place a great deal of importance on academic learning. We take the progress and attainment of each child achieving the very best they are capable of very seriously. However, we also view each child as a complete person and our curriculum has been tailored to ensure that each child grows as a person and recognises their place in our community and in our ever- changing world.

Our curriculum has been designed to reflect that life at Windmill Hill Primary School is rich, varied, caring, inclusive, exciting, challenging, inspiring, but above all, rewarding. This runs through all subject areas, including our blocked-unit, cross curricular approach to English and our Maths curriculum that builds upon knowledge gained over time and applied into problems and investigations.

Our approach to teaching across the whole curriculum puts children at the heart of their own learning;; We ensure that they take an active part in lessons taking an active part in lessons and ensuring that they children are rich in language and cultural diversity.

We recognise that children have a thirst for knowledge and we are committed to nurturing young writers, performers, readers, international speakers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons, computer users and so much more!

We will ensure our children discover the connections within and between subject areas to build their learning over time, developing the key skills outlined in our Learner Pprofile.

We shall ensure, in implementing our curriculum, that we provide the building blocks of knowledge. This willthat enable the children to progress and follow their dreams through fostering the qualities of resilience and inquiry as well as planning opportunities for the children to know about keeping safe.

We also plan for and promote British Values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) to ensureensuring that children are aware of their rights and responsibilities as a UK citizen. They are values that give a simple message to our young people:, 'In Britain, no matter what your background, you can fit in, you can succeed and you can belong'.

Whilst these values are not unique to Britain or British society, they are integral to our ethos. Our implementation of 'Prevent Duty' within our curriculum focuses on tackling all points of the spectrum:, from political extremism to religious fundamentalism, recognising how the use of online propaganda can prey on a sense of isolation and alienation.

Our curriculum does not aim to force the children to adhere to British values and to disclaim all others, nor does it try to turn children against their parents or their cultural heritage, but looks to embrace and unite common thoughts and approaches.

Through our RESE curriculum, we look to help children to understand where values overlap and where they diverge. The absence of this is often the basis for the tensions that can arise between and sometimes even within faiths.

Our curriculum aims to help children to understand the tensions that can arise between faith and other legally established rights, as well as understanding how their own faith relates to the wider world, (both in terms of attitudes and the prevailing law).

In order to allow the children to fully develop these aptitudes, language is a key focus for us. We prioritise the development of the children's communication skills and also provide them with the rich and specific vocabulary (from across the curriculum) that underpins their knowledge and understanding.

We shall ensure that reading lies at the heart of all that we do to ensure that our pupils read with fluency and comprehension and achieve age-related appropriate expectations standards to be able to fully access a challenging and engaging curriculum

We are a school that proudly embraces change and does not shy away from the increasing use and dependence on technology/ICT in the world. Everything that we do in computing/ICT is geared towards removing the fear of using computers and the internet. Children use the internet and will continue to do so. Therefore, our responsibility is to prepare them for the digital world and motivate them to become responsible digital citizens. Staff members perpetually promote the importance of e-safety.

Learning is also enhanced by a carefully planned range of educational visits with their strong links to enhance the curriculum. Our curriculum is also structured to use the wealth of local resources (including those further afield) to enhance the children's learning experiences. We ensure that learning is accessible and appropriately sequenced and paced for all levels of ability.

Our approach to assessment is built upon these milestones:, we looking to use a range assessment tools to monitor and support the children's learning over a number of years.

Impact

Our impact will be measured by:

Ensuring a high quality and challenging curriculum is delivered to all our pupils supported by the development of the 'Thinking School' approach to teaching and learning so that the children;

- Achieve high standards in terms of academic, personal and social progress
- We will be better prepared for future learning in a rapidly changing world
- We will become more confident at using their own critical thinking skills
- We will be resilient, effective problem solvers
- Understand and develop the qualities that make them unique
- their unique qualities will be developed and they will leave as more self-aware and self-regulating learners

- that PASS survey shows will show that our pupils have a positive attitude towards learning and enjoy coming to school.
 - H• have an awareness of their own and other beliefs and cultures.
 - • Understand the importance of truth and fairness and respect the views of others
 - • Hhave respect for themselves and work co-operatively with others
 - Will leave as more self-aware and self-regulating learners

At Windmill Hill Primary School, our children develop respect and understanding of people who have different characteristics to themselves: whether that be age, gender, disability or race. A rigorous, well-planned curriculum (delivered by inspiring staff in an ethos of love, care and support) enables our pupils to be well rounded, empathetic young people. We strongly promote self-respect for all in our school irrespective of race, creed or gender. Care will be taken to ensure that resources do not present stereo-typical images, rather role models from diverse backgrounds and cultures.

As the children's first teachers, we provide the very best learning opportunities for all pupils and ensure they continue to grow into happy fulfilled individuals. Parents/carers play a key role in our learning community and share the development of their children as caring, educated young citizens.

Through termly NFER assessments, we ensure teaching is matched to learning needs and pupils build learning blocks and competences as they grow. We also mentor their attitudes to self and school and enhance their personal development.

See our EYFS policy for information on how our Early Yyears Ccurriculum is delivered.

5. 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 with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Head Teacher Reports
- Visits
- Subject lead reports

Subject Leaders monitor the way that their subject is taught throughout the school by:

- Learning walks , and book scrutiny scrutinies, etc.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Governors' Curriculum Committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Relationships Policy

Approved by:	Full Governors Curriculum Committee	Date: June 2021
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