



Curriculum Rationale & Policy

Our Vision Statement



A Place to SMILE

SUCCESS

- Believe you can succeed,
and be the best you can be.

MUTUAL RESPECT

- Respect yourself, respect others,
respect your surroundings.

INCLUSION

- Value differences and overcome barriers.

LIFELONG LEARNING

- Inspired to learn – at home, at school, for life.

ENRICHMENT

- Explore, experience, challenge –
within the curriculum and beyond.

This vision, devised by staff and governors, underpins the work of the school. It drives our curriculum and provides the structure for our curriculum policy.



Whiteley Primary School—Curriculum Rationale

CURRICULUM INTENTIONS	Our curriculum is under-pinned by our School Vision: A Place to SMILE	SUCCESS Believe you can succeed, and be the best you can be.	MUTUAL RESPECT Respect yourself, respect others, respect your surroundings.	INCLUSION Value differences and overcome barriers.	LIFELONG LEARNING Inspired to learn—at home, at school, for life.	ENRICHMENT Explore, experience, challenge— within the curriculum and beyond
	Our curriculum will...	Offer appropriate challenge to all. Encourage children to value and learn from mistakes. Build confidence and allow children to experience success as a 'Whiteley Learner'.	Promote understanding of the UN Convention on the Rights of the Child. Help children to actively contribute to the school and wider community. Teach the value of forming positive relationships.	Be inclusive and accessible to all of our children. Foster curiosity and teach the value of diversity. Encourage resilience to face challenges and overcome barriers.	Be relevant and engaging so that the children <i>want</i> to learn. Provide opportunities and guidance for parents to support their child's learning. Provide a strong foundation, preparing children for their next stage in education.	Be broad and varied, teaching the full National Curriculum and beyond. Widen children's experiences, including trips, visitors and opportunities to learn outside the classroom. Include a range of extra-curricular opportunities.

TEACHING INTENTIONS	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.					
	Children are individuals—they need to feel safe and happy to learn	Teaching should be responsive—strategies should be varied and chosen based on the needs of the class	Task design and questioning should challenge thinking and deepen learning	There should be a clear progression of knowledge and skills	Teachers should monitor learning and provide feedback	Teaching, learning and assessment should form a continuous cycle
	There should be challenge for all and support where necessary	Pupils groupings should be flexible and not solely driven by prior attainment or by perceived 'ability'.	Modelling and use of meta-cognitive strategies should support learning.	The classroom climate created by teachers should inspire and motivate all pupils.	Teachers should have a deep knowledge of the subjects they teach.	Parents and carers should be partners in the learning process

IMPLEMENTATION	Our whole school curriculum comprises an entire planned educational experience , making full use of real world learning opportunities. It includes												
	Planned sequences of lessons	Cross-curricular learning	Discrete subject teaching	Visits (including residential trips)	Visitors	Assemblies	Extra-curricular provision	Learning outside the classroom	Theme days & events	Routines	Opportunities for responsibility		
	Reception classes follow the Early Years Foundation Stage curriculum, which has 7 areas of learning:												
	Communication and Language	Physical Development	Personal, Social And Emotional Development	Literacy	Mathematics	Understanding the world	Expressive Arts						
	Y1-Y6 classes study the full range of subjects from the Primary National Curriculum, as well as RE and PDL:												
	English	Maths	Science	Geography	History	Computing	Art	D & T	Music	PE	French	PDL/RSHE	RE
	Our cross-curricular 'Learning Journeys' have 5 key components:												
Get them hooked, keep them hooked	Shape the Learning	Teach the core	Give them a purpose	Give them a voice									

IMPACT	Our curriculum has an ambition for high achievement of all pupils, irrespective of background and starting point. This achievement is represented in three key areas:		
	The standards children reach in statutory curriculum areas at the end of each key stage.	How well prepared children leave us as 'Whiteley Learners'.	How close we are in achieving the school vision of 'SMILE'.

EVALUATION	The impact of our curriculum is systematically monitored, evaluated and reviewed to meet aspirations and drive continuous improvement. Evaluation activities include							
	Outcomes from formal tests	Outcomes from on-going teacher assessment.	Work scrutiny	Pupil interviews and case studies	Link governor visits	Parent questionnaires	Lesson observations	Staff discussions

Section 2

SUCCESS - Believe you can succeed, and be the best you can be.

At Whiteley Primary School, it is our aim that all pupils will be successful learners, motivated to achieve the very best they can and with the confidence to believe in themselves. In order to secure this, we must ensure high quality teaching and a supportive environment where learners can flourish and be happy whilst also gaining key knowledge, skills and understanding, readying them for the next stage in their education.

A Curriculum for Success

We believe that pupils are entitled to a broad, balanced and creative curriculum. At Whiteley Primary School, our curriculum is made up of the following:

- Early Years Foundation Stage – in Reception classes, we follow the Early Years Foundation Stage (EYFS) Curriculum.
- National Curriculum– we follow the requirements of the National Curriculum in Y1-Y6, incorporating the aims and objectives into our medium term unit plans. Meaningful links are made through cross-curricular ‘learning journeys’ where possible, supplemented by discrete subject teaching to ensure appropriate coverage.
- Hampshire Religious Education (RE) Syllabus ‘Living Difference IV’.
- Personal Development Learning (PDL) which incorporates Personal Social and Health education (PSHE); Relationships and Sex Education (RSE); citizenship – including Rights Respecting Education (RRE); and sustainability.
- Our school curriculum – aspects of learning which we consider important for our pupils or which are of pertinence for our pupils or locality.
- The ‘hidden’ curriculum – what the children learn from the way they are treated and expected to behave in school which is reflected in the ethos of our school.

Planning for Success

Subject leaders provide year groups with a long term plan for their subject to ensure appropriate coverage of objectives across the school. Year groups then make relevant links between subject areas in order to devise a series of ‘learning journeys’ over the year to provide a coherent sequence of lessons. Learning journeys may last for 1-8 weeks. Each learning journey has 5 components:

Get them hooked, keep them hooked

Year groups consider how they will launch the learning journey in a way which will capture the children’s interest. They may also plan enrichment opportunities such as trips and visitors within the learning journey.

Shape the learning

Teachers will consider which subjects have real links within the learning journey. They will refer to the national curriculum along with supplementary planning materials from Hampshire Inspection and Advisory Service (HIAS) to ensure that the distinct objectives from each of the linked subjects are planned for appropriately. They consider other meaningful links, for example to our school learning values, to British Values, and to RRE.

Teach the Core

Teachers will ensure that the core knowledge and skills for each of the linked subjects are covered appropriately during the learning journey.

Give them a purpose

Teachers will ensure that there is at least one purposeful outcome for children to apply their knowledge and skills during the learning journey. This might be a performance, assembly, letter or other written outcome, debate, open session etc. A range of purposeful outcomes will be planned across the year.

Give them a voice

During the learning journey, teachers will ensure that children's views are valued and heard during the learning journey. This might include, for example, finding out what children already know at the start of the learning journey to build on; giving children the opportunity to identify or select questions they would like to answer; giving them choice in the areas of learning they explore; or giving choice in the outcome they produce.

A one page overview of each learning journey is produced by the year team. This is moderated by the Headteacher/Deputy and shared with parents. The overview also gives brief information about the discrete subject learning that will be taking place within the year group alongside the learning journey and ideas for home learning. These overviews are compiled in a folder to help subject leads to monitor how their subject is being covered within each year group. An online integrated curriculum map (Teachers Pool/whole school curriculum/whole school curriculum overview) provides an overview of the whole school for staff.

Year groups produce unit plans for each subject, regardless of whether they are linked to the learning journey. Subject leads support year groups by identifying key objectives to cover (the medium term plan) and identifying useful supplementary resources or planning – from these, teachers then produce short term plans.

Teaching approaches are discussed as a team so that a range of approaches may be offered to the children, reflecting the talents and interests of the teachers as well as the requirements of the curriculum and the needs of the class. It is not necessary for all teachers in a year group to use the same teaching approach for all objectives. However, there will be core learning/outcomes which all children should experience.

In maths and English in particular, teachers are encouraged to be flexible in their planning to ensure that lessons can be adapted each day to reflect the needs of the class based on the on-going assessment for learning that takes place.

Curriculum planning is supported by the use of a range of resources to ensure appropriate challenge and progression, provide a variety of resources, and to support the development of teacher subject knowledge. Resources include

- Power Maths, White Rose Maths and NCETM (maths mastery resources)
- HIAS (Hampshire Inspectorate and Advisory Service) RE, History and Geography units
- HIAS Key Ideas for Science
- Bug Club phonics
- No-Nonsense Spelling
- Charanga and Hampshire Music Service units of work (music)
- SCARF (Personal development learning)

Pedagogy for Success

Pedagogy is the art, craft and science of teaching. It is the variety of strategies which a teacher will employ to ensure equality of access and effective matching of tasks to needs. At Whiteley Primary School, we strive to provide *responsive* teaching – utilising a range of approaches suitable for a particular class/group /individual/subject. Below are a range of strategies which may be employed:

- Teacher modelling
- Interactive teaching
- Discussion and questioning (open and closed as appropriate)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Teacher observation

- Child initiated tasks
- Previewing and reviewing work
- Following own line of enquiry
- Use of Philosophy for Children (P4C) activities to develop discussion and thinking
- Conferencing
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening in the learning process, as appropriate, in order to encourage development

Teaching methods need to be chosen carefully to match the needs of pupils and the context. Teachers must be flexible in their approach to classroom organisation, management and delivery in order to effectively meet the needs of all. At Whiteley Primary School, we place high importance on the involvement of pupils in their learning and value active participation and hands-on learning within the classroom.

Feedback for Success

In order for pupils to experience success in their work, they need to understand what they are learning, how they will know they have succeeded and what their next steps for learning are. This is communicated to pupils in a number of ways:

- Sharing of learning objectives during a lesson and revisited throughout
- Pupil involvement in defining the learning objectives
- Sharing of success criteria
- Pupil involvement in defining the success criteria and self-evaluation against these criteria
- Genre checklists for writing
- Marking against the learning objective
- ‘Fix-its’ provided for children
- Verbal and written feedback

Further information can be found in the school’s marking policy (Appendix A)

MUTUAL RESPECT – Respect yourself, respect others, respect your surroundings

Whiteley Primary School is a ‘Rights Respecting School’. Pupils are explicitly taught children’s rights as laid out in the United Nations Convention on the Rights of the Child (UNCRC), and also the importance of respecting others’ rights. Rights Respecting Education (RRE) is taught explicitly (through assemblies, circle time, displays, focussed lessons) and implicitly across the curriculum (through the use of rights-respecting language and the approach modelled by adults).

Further information can be found in school’s information booklet for parents about RRE.

INCLUSION – Value Differences and Overcome Barriers

It is our aim that **all** pupils should enjoy their learning and be able to experience success. It is the responsibility of all teachers to ensure pupils make progress from their own starting points, offering appropriate challenge and working to ‘narrow the gap’ of any pupils who are falling behind.

In the course of their daily work, the staff will contribute to the development of an inclusive and secure environment through:

- Providing a calm, quiet and effective working environment at all times in which each child can achieve his or her potential

- Providing a welcoming environment in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment in line with the school's behaviour policy.
- Valuing the input children have into the development of the school (Young Governors, eco-team, RRE class ambassadors, Junior Road Safety Officers (JRSOs), Mental health and well-being ambassadors, peer mediators, House Captains etc).
- Involving pupils in decision-making at a class, year group and whole school level (e.g. interviews for new staff, choosing charities etc.)
- Providing opportunities to ask children for their input before new learning (pre-planning), establishing what they already know and what they would like to know more about, before feeding this into the planning.
- Providing opportunities for pupils to give feedback to governors in order to contribute to school self-evaluation and improvement.

Provision and support for any vulnerable pupils are overseen by a dedicated inclusion manager (including those with special educational needs or disabilities (SEND), looked after children, pupil premium groups, young carers etc.) and there is a link inclusion governor to ensure that the outcomes of this work are reported to the Full Governing Body. Developing high quality teaching and learning, which meets the needs of all learners, is a priority for the school as reflected in the school's continuing professional development (CPD) programme. Our SEND report/policy provides more detailed information about our provision for pupils with Special Educational Needs or Disabilities.

LIFELONG LEARNING – Inspired to learn – at school, at home, for life.

At Whiteley Primary School, we believe we have a responsibility to ensure that pupils not only experience success whilst they are with us, but that firm foundations are laid for them to experience success beyond our school. The development of independent learning across the school is a vital part of this, providing the opportunities for pupils to follow their own interests, take ownership for their learning and make choices about how they will record their learning.

In Year R, children have regular, extended opportunities to carry out child-initiated learning. Classroom adults observe and engage with pupils during this time, and look for ways in which to extend their learning by enhancing the areas inside and outside the classroom, as well as planning adult-directed tasks to support their development.

In Year 1, pupils continue to have daily independent learning opportunities. There is a greater focus on the learning values in Y1, and children are given ideas for ways in which they can extend the learning around their 'learning journey'. In Year 2, pupils have 'Discovery Time' opportunities during the week where they can choose aspects of their learning journey to explore further.

In KS2, pupils are provided with opportunities for independence across the curriculum – for example, making choices regarding the work they complete; selecting or generating their own questions to explore; selecting the writing outcome when writing for specific purpose in English; or making choices regarding how to record their learning.

We believe that if pupils enjoy their learning at school, they will be motivated to continue their learning at home. Across the school, parents/carers are kept informed of learning journeys and other work and given practical ideas for ways in which to involve their child in learning activities at home. A rich curriculum and exciting learning opportunities in school inspire pupils to continue their learning beyond the classroom and we value the ideas and experiences that pupils bring from home.

In order to inspire and motivate learners, we believe that our staff should be strong role models as learners; they should show pupils that learning is a lifelong process and be open to new ideas and experiences. We invest well in staff CPD, and encourage Enquiry-based learning amongst teaching staff in order for them to continue to develop as teachers, to be familiar with research, to explore what works well and why in their own classrooms, and to share with others good practice.

ENRICHMENT – Explore, experience, challenge **– within the curriculum and beyond**

Throughout the school, we look for opportunities to enhance the curriculum in the following ways:

- Trips – these may be used to provide a ‘hook’ for a unit, enable pupils to demonstrate their knowledge and understanding during a unit or provide hands-on learning to support a unit of work.
- Visitors – we aim to draw on parents, the wider community and links beyond the school in order to provide specific expertise (e.g. dance workshops, sports coaching, Bikeability training); provide experience of cultural activities (e.g. theatre groups, visiting artist); broaden children’s awareness of people, cultures and religions (e.g. visitors representing different faiths within RE, talks from charities or inspiring individuals); and provide role models from the world of work (e.g. fire service, dentist, bank manager etc).
- Extra-curricular activities – a range of activities are provided from Y1-Y6 which enhance the curriculum on offer to pupils, developing skills which can be applied through their classwork and beyond the school (e.g. sport clubs, music, dance, art, chess, science etc)
- Use of the school grounds – we are fortunate to have such an excellent resource on our doorstep, and regularly make use of the school grounds across the curriculum to provide hands-on learning opportunities and inspiration for creative work (e.g. pond-dipping, natural sculptures, mini-beast hunt, drop-in gardening club etc.)
- Enrichment groups – groups of pupils may be targeted for enrichment activities to deepen their learning, challenge their thinking, or provide opportunities not normally available within the curriculum. For example, maths enrichment groups provide opportunities for those with a secure understanding of maths to broaden their application of skills; attending the Primary prom concerts provides inspiration for musicians at the school; and participation in Sport festivals and events enables pupils with particular talents to compete against other schools.

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