



The Weaverham  
Primary Academy  
*Inspire, Nurture, Flourish*

## Curriculum Policy

### **Aims:**

Our curriculum aims to prepare every child at The Weaverham Primary Academy for life and to become good citizens of the future.

At Weaverham Academy, we believe that our children are entitled to a relevant and engaging curriculum. We have therefore created our own curriculum that meets the needs of our children in an experiential way that allows teachers and children to be engaged while learning. We focus on developing transferable skills and knowledge, and building resilience in our children.

### **Our unique approach:**

To make our learning effective, we teach through skills such as active participation, discussion, hands-on experiences, problem solving and reflection. We know that it is essential to make connections between different subjects and to link learning, so that children see a purpose for the learning in each lesson. As a result, we have introduced topics, across the whole school. This means that where appropriate learning is planned so that subjects are linked to an overall theme i.e. the context. This way of working enables children to make the connections between different subjects and to apply their skills. We believe that every lesson should be relevant to the children's lives. We celebrate children's learning in meaningful ways.

We all value learning, and by creating enjoyment and engagement in education we bring into being lifelong learners who reflect on their time at Weaverham as laying the foundations of their future lives. These values are reflected in our environment, which provides a challenging, supportive learning space. We believe that fundamental to this, our children need to be explicitly taught how to work and learn as a team. Initially, teachers assess their class's individual strengths and needs, and then work with them to improve their skills.

Our curriculum meets National Curriculum requirements while moving beyond a subject-based approach and allowing teachers and pupils to take an adventurous and imaginative approach to planning class activities. By incorporating lifeskills, our curriculum equips children to be successful and resilient learners, equipping them for their education and future life.

### **Implementation background**

Our long-term plan outlines our contexts and skills studied in each year group. During our medium term planning cycle:

- 1) All Teachers plan around their termly/half termly theme .
- 2) Individual teachers plan activities and teaching sequences, using a variety of resources, considering topic outcomes, and drawing upon assessment from the previous term.
- 3) Individual teachers ensure progression by assessing learning and understanding against our curriculum objectives.

## **Programmes of Studies**

Our unique learning is tailored to address the objectives and progression beyond the national curriculum. Where relevant subjects are taught through the topics. Other subjects are taught discretely.

The school follows the syllabus agreed by Cheshire LA for religious education. The syllabus is mainly Christian in approach but treats all denominations equally. In addition, aspects of Judaism, Islam and Hinduism are studied. MFL, French is taught weekly across the school. Sex and Relationship Education has been developed and we follow the Christopher Winters programme. We deal with this area of life very sensitively with answers given factually, honestly and sympathetically bearing in mind the age and maturity of the child. We use the Human Values curriculum as a basis for our PSHE curriculum. A copy of the policy is available at school on request.

Our long-term curriculum plan shows how learning is organised in Key Stage 1 and Key Stage 2. In the Foundation Stage, learning is based on children's interests and moving them beyond this through a range of experiences.

Teachers' individual plans contain detailed objectives and activities which show how our topics are broken up into lessons and outcomes for the children. Subject leaders map continuity and progression across the school, and how this relates to our National Curriculum in their individual subjects.

## **Curriculum Organisation**

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives that we use when teaching each topic. As we have used the National Curriculum as the starting point for our school, we take our medium-term planning directly from the guidance documents in each of the subjects and enhance them to ensure relevance for our children.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each lesson, and how we will achieve these.

There is planned continuity and progression in all areas.

In our curriculum planning we plan to help children develop the National Curriculum skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills:

- Communication including vocabulary development;
- Application of number;
- Computing;
- Working with others;
- Improving own learning and performance including learning how to learn.

### **Subject Leaders**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Keep up to date on developments within their subject and share these with staff;
- Monitor pupil progress in that subject area;

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 Weaverham Academy Curriculum and that progression is integral.

### **Curriculum Enrichment**

To ensure an in-depth range of curricular enrichment each teacher is encouraged to arrange for a visit and visitor each term as a minimum. We also offer a wide range of enrichment activities through after school clubs and participation in inter-school events.

As part of our programme of residential visits to develop every child as a well-rounded individual, prepared for life beyond primary school, we have a full programme of residential visits from year 2 upwards. Our commitment to our residential programme is underpinned by the way we see our children grow in confidence, team-building and practical learning skills during these visits. School visits are organised in line with topics and broadening the children's horizons through new experiences.

### **Special Educational Needs**

Every child at Weaverham is respected as an individual and wherever possible teaching occurs within the normal classroom situation. However, there may be occasions during a child's development when extra support is necessary. In this case, a special programme is developed to help the child overcome these difficulties and extra support is provided where appropriate. In consultation with parents, an

Individual Education Plan is drawn up to help the child progress. Our school is partly DDA accessible due to being built on two floors.

### **Monitoring and review**

North West Academies Trust is responsible for monitoring the way the school curriculum is implemented alongside the Senior Leadership Team.

The Curriculum Leader is responsible for the day to day organisation of the curriculum. Subject leaders are responsible for monitoring pupil progress and outcomes in their subject area.

Written: March 2019

Reviewed: September 2020

Date of next review: September 2022

## Appendix One:

### Curriculum Intent

- To provide a curriculum which is enjoyable, experiential and prepares our children for life;
- To promote high standards in speaking and listening, reading, writing and maths.
- To develop the personal and social skills of each child.
- To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.
- To develop resilience so that children will persevere in their learning;

### Curriculum Implementation and Impact

Intent	Implementation	Impact
To provide a curriculum which is enjoyable, experiential and prepares our children for life.	<ul style="list-style-type: none"> <li>● Use of school budget to subsidise visits out of school and visitors into school.</li> <li>● Starting units of work in various subjects and topics with an engaging hook.</li> <li>● Plan of experiences for children throughout their time at Weaverham Academy.</li> </ul>	Children leave Weaverham Academy with better understanding of the world they live in as a result of the varied experiences they have had.
To promote high standards in speaking and listening, reading, writing and maths.	<ul style="list-style-type: none"> <li>● Access to Speech and language therapy support.</li> <li>● Lots of opportunities for children to speak in public.</li> <li>● Separate reading lessons.</li> <li>● Daily phonics sessions.</li> <li>● Read to Write approach being introduced across the school from Reception onwards.</li> <li>● Daily maths lessons using the Mastery approach based on Maths no Problem.</li> <li>● Use of number blocks and learning trajectories in the EYFS.</li> <li>● Vocabulary to be taught is carefully identified in staff medium term and weekly planning.</li> <li>● The school is creating a language rich environment.</li> </ul>	Improving standards at the end of KS2 in all of these areas.
To develop the personal and social skills of each child.	<ul style="list-style-type: none"> <li>● PSHE curriculum based on the PSHE association's plans.</li> <li>● Behaviour policy focusing on clear rewards and</li> </ul>	Children are developing their understanding of society, tolerance and understanding of others and

	<p>consequences to a simple set of rules.</p> <ul style="list-style-type: none"> <li>● Programme of assembly themes.</li> <li>● Teaching the children how to behave in different environments that they have not experienced through visits e.g. how to behave in a restaurant.</li> <li>● Through our partnerships to work alongside children from different backgrounds and learning how to behave appropriately.</li> <li>● Developing life skills through partnerships with Barclays and local businesses and education providers e.g. university, college.</li> <li>● Taking the children out of school on a variety of visits.</li> </ul>	<p>broadening their experiences.</p>
<p>To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.</p>	<ul style="list-style-type: none"> <li>● Employment of a part time PE teacher.</li> <li>● Increased participation in sporting competitions in and out of school.</li> <li>● All year groups have 1 term of swimming tuition each year (FS2 – Y6).</li> <li>● Themed weeks: healthy schools week, arts week, science week...</li> <li>● Meditation after school club.</li> <li>● Lots of sporting after school clubs.</li> <li>● Assemblies.</li> <li>● Yoga and mindfulness taught in some classes.</li> <li>● Daily wellbeing activities and emotional scale used in all classes.</li> <li>● Emotional Literacy Support Assistant working with individuals and groups of children.</li> </ul>	<p>Children have learnt and are starting to employ strategies to calm themselves down when they are feeling anxious.</p> <p>More children are involved in PE lessons and participate regularly in both lessons and competitions in and out of school.</p> <p>Some children are now achieving their 25m awards in swimming.</p>
<p>To develop resilience so that children will persevere in their learning.</p>	<ul style="list-style-type: none"> <li>● Book of the week award in Celebration assembly each week focusing on the characteristics of an effective learner.</li> </ul>	<p>Children are able to talk about themselves as learners and what they are learning and how they can improve.</p>

	<ul style="list-style-type: none"><li>• Problem solving in maths where the answer isn't immediately apparent.</li></ul>	
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