

**FEDERATION OF WINKLEBURY INFANT AND JUNIOR SCHOOLS**

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**Head of Federation : Mrs C.A.Clayton**

**Curriculum Policy**

**Status: Final**

**Ratified by the governing body: Autumn 2013**

**Record of last review: November 2015**

**Date of next review (every three years): November 2018**

# The Federation of Winklebury Infant and Junior Schools

## Curriculum Policy

### Introduction

At the Federation of Winklebury Infant and Junior Schools our curriculum is firmly underpinned by our vision and mission statements, our aims and our core values. We firmly believe in a curriculum that promotes the holistic development of the individual child and place great value on Personal Development Learning and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in society in the 21<sup>st</sup> century. Please cross reference our Curriculum Model (Appendix 1).

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### Aims

We believe that a creative, skills based, broad and balanced curriculum should aim to:

- inspire and engage all children, promoting a positive attitude towards learning;
- ensure the best possible progress and the highest attainment for all children;
- enable children to acquire and develop a broad range of knowledge, skills and understanding;
- teach children the basic skills of literacy, numeracy and computing;
- meet the needs of all individuals, by focusing on personalised learning and using Assessment for Learning to inform the ways in which children learn and are taught;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- promote spiritual, moral, social, cultural, mental and physical development;
- enable children to be creative and to develop their own thinking skills;
- help children to respond positively to challenge and persevere in order to solve problems;
- develop the capacity of children to learn and work independently and collaboratively;
- enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful;
- ensure children have respect for themselves and empathy for others;
- raise aspirations and develop ambition within all children;
- prepare children for the transition between key stages and the next stage of their education.

We aim to deliver a curriculum which is enriched by experiences in the wider environment and community.

### Organisation

- We recognise the importance of creating links within learning and believe that where links are effective they enable pupils to apply their knowledge and skills across areas of learning.
- We directly teach skills at the 'site of instruction' and then plan opportunities for children to apply these skills at the 'site of application' across the curriculum in different subjects. This allows children to embed new skills as well as bringing coherence and continuity to learning.
- We have adopted a cross curricular thematic approach, with themes (usually lasting half a term) designed to engage and inspire pupils. These topics are planned using the framework of the National Curriculum. When necessary this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.
- Each theme is initiated with a clear 'hook', which is designed to engage and inspire the children. During the theme, children work towards a 'learning outcome' which involve members of the wider school community when suitable.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught daily through phonics/spelling sessions and guided reading sessions.
- Other subjects are either taught on a weekly basis or are blocked, depending on the theme.
- Children take part in two sessions of Activate every day and have the recommended time for physical activity each week.

- Every term the whole Federation takes part in planned themed learning days. The themes for these weeks are agreed on an annual basis and reflect the Federation Improvement Priorities (FIMPs). During these days, children take part in a number of activities related to the focus – these might be as a class, mixed across a key stage or mixed across the whole federation.
- The children are taught within their classes with some children being withdrawn for small group or individual support. Where appropriate we make use of subject specialist teachers across the Federation (e.g. music).
- In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis focused on one of the areas of learning. Learning is planned around a topic with the children leading the learning through their questions, explored at the start of a topic.

### **Planning**

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium and short term basis:

- Long term planning includes an overview of the theme taught across the Federation with information on the subjects covered in each topic.
- Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes and the key skills to be covered from the Winklebury Skills Continuum.
- Short term planning details what will be taught in individual lessons. It is done on an agreed format and includes information on learning objectives and outcomes, activities based on levels of learning (SOLO model), resources and key vocabulary.
- In the EYFS planning is also done on a long, medium and short term basis. Daily planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries.

### **Curriculum Manager Role**

It is the role of the Federation Curriculum Manager to:

- ensure the aims of the policy are met;
- oversee and monitor all planning across the federation;
- in liaison with the Team Leaders complete long term planning;
- in liaison with the subject managers collate medium term planning;
- in liaison with the Head of Federation and subject managers, oversee subject improvement planning.

### **Subject Manager Role**

It is the role of the subject manager to provide a lead and direction for their subject(s). This involves:

- ensuring that they keep up-to-date with developments in their subject, at both national and local level;
- supporting and offering advice to colleagues on subject related matters;
- reviewing school performance within the subject and planning for improvement (linked to whole school improvement priorities);
- reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and other statutory requirements and that progression is planned into schemes of work;
- providing efficient resource management for the subject;
- keeping evidence of work, which can be used to show the achievements of children in each key stage and to give examples of expectations for attainment.

**Policy reviewed by:** Head of Federation / Curriculum Manager

**Date:** 04.11.15

**Signed:** (Chair of Governors)

**Next review date:** November 2018