Curriculum Policy

Westmorland Primary School

Ratified: September 2026

Review date: September 2028

1. Curriculum aims

At Westmorland Primary School, teaching is more than the National Curriculum. Our children come to a school where they, and the community, are the forefront of everything we do: where they learn what behaviours are needed to succeed in life, how to regulate their emotions and love to learn. We have created a bespoke curriculum designed to help every child achieve to the best of their ability. Our curriculum is designed to promote enquiry, exploration and knowledge from each child's starting point. The curriculum map is led by drivers and the National Curriculum objectives have been broken down into smaller progressive skills to ensure children have a breadth of learning and gain a full understanding of their subjects. Children are taught subjects discreetly, which are carefully interconnected, to make links between learning and to enable children to gain a deeper understanding of a specific theme. Subject leaders have created knowledge organisers for each topic which, alongside our progression of skills document, informs long term and short term planning.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for the next stage in their learning

These curriculum aims are underpinned by our MORE Intent:

- **M**emorable Learning
- **O**racy Skills
- **R**eading
- **E**xperiences

Our curriculum also provides opportunities to teach and apply our school values:

- **W**illpower
- **A**chievement
- **R**espect
- **R**eflection
- **I**ndependence
- **O**rganisation
- **R**eliable

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; hold the headteacher to account for its implementation at curriculum committee meetings led by Wendy Hill; and meet with subject leaders to enquire about the position of their subjects.

The governing board will also ensure that:

- A robust framework is in place for setting SDP
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- 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 SEN

3.3 Other staff

- As Curriculum Coordinator, Karla George (DHT) will ensure that the school curriculum is implemented in accordance with this policy.
- Subject Leaders to ensure curriculum is implemented correctly within their subjects.

4. Organisation and planning

All teachers are responsible for planning, evaluating and teaching in their classes. Our Progression of Skills document has broken down the skills and knowledge required by the National Curriculum. This document alongside the Foundation Subject Knowledge Organisers stipulates the expectations which form the medium term plan which the teachers write half-termly plans to achieve balance and coverage. Lessons incorporate the school's MORE intent and include dual coding, colourful semantics, Makaton symbols and other metacognition strategies. A medium term planning proforma is used throughout the whole school. Class teachers meet weekly during PPA to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

4.1 Assessment, Recording, Monitoring and Evaluation

Assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the children's books/work in the marking and provision of constructive verbal feedback. Feedback follows the school's marking and feedback policy and identifies areas for our children to improve by giving focused challenges and expecting them to take ownership of their learning and respond and reflect in order to improve.

Nursery are assessed to Age Related Expectations. Reception and children are assessed against the early learning goals and a statement is made for GLD. Ongoing formative assessments are at the heart of Early Years practice and observations and teacher knowledge inform planning. An Early Years Foundation Stage Profile is produced for each child at the end of Reception. All new children in Reception are assessed against the Reception Baseline Assessment screen within 6 weeks of arrival.

5. Monitoring arrangements

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. Subject Leaders have been instrumental in developing the school curriculum for their area of responsibility. Each subject leader reviews the progression of skills document for their subject, ensures that there is full coverage of the National Curriculum, ensures that knowledge organisers are up to date with subject specific 'sticky knowledge', coverage and skills. In achieving their subjects' quality mark, subject leaders are able to further develop their knowledge and leadership and to raise the subjects' profile.

The role of the subject leader is to:

- provide leadership and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor children's progress in that subject area by working alongside colleagues, book/floorbook scrutiny, child voice, lesson observations, learning environment and medium term planning scrutiny;
- monitor and evaluate teacher's medium term planning and teaching;
- keep self and other staff up to date with developments in their subject through CPD, relevant reading, staff meetings, INSET and policy development and update
- manage their subject budgets if allocated, to ensure subject is efficiently resourced in line with the SDP
- map coverage of the curriculum to long term plans
- to apply for and gain subject quality marks
- Create a SEF for their subject
- Audit and order resources
- Create curriculum maps

6. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups. Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and adaptive teaching ensures that there are no barriers to every pupil achieving. Due to our target room, we provide a resource provision that can provide a bespoke, personalised curriculum that can best suit the needs of the increasing numbers of complex SEND children who attend Westmorland.

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.

At Westmorland we value every member of our community and we celebrate days that are important to and reflect our school community with special events, assemblies and within lesson time. Westmorland ensures families and children feel welcomed, safe and happy to be themselves. Festivals of different faiths and cultures are celebrated in school; parents are invited to celebrations after school; children's home languages are celebrated by taking registers in their own languages and there is an EAL display celebrating all of the wonderful languages and cultures in our school community. Staff also help parents fill out forms for GPs, council, etc and organise interpreters when needed.

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

7. Enrichment

In following our MORE intent, year groups are required to arrange at least 3 educational visits throughout the school year to enhance children's learning. These visits are to be reflected on during lessons to make links explicit. Subject leaders also can use some of their budget to book visitors to develop subject specific capital.

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. Subject leaders plan subject days which celebrate their subject, enhance the children's cultural capital and deepen the children's experience beyond the National Curriculum. We complete activities and celebrate different faiths and cultures.

Specialist sports coaches are employed by the school to run after school clubs for each Key Stage. These are free for the children to attend and new sports are delivered each term to expose children to and develop their skills in a variety of disciplines. The sport coaches set up and run sport stations at lunch times for children in KS1 and KS2 195 days per year.

Strong PE links have been developed with other schools within the local authority. Each term, staff are invited by the PE Lead to sign up to take children to sports competitions from

an extensive list. Children get to experience competitive competition and develop their resilience and sense of achievement whilst having fun in a supportive environment.

In LKS2, children take part in recorder lessons as a class led by a music specialist which enable them to read musical notation, make extra progress in their musical ability and experience performing with their class.

UPS Teachers (and others who wish to) also run after school clubs to provide children with non-sporting enrichment opportunities. These enables children to enjoy new experiences and introduces children to activities that they hadn't previously pursued.

Each week, every child who achieves all our Warrior Values by the end of Friday may get to take part in the WARRIOR treat that Friday. All children who are warriors have their name placed in a raffle. At the end of each half term there is a raffle draw for each phase and a special prize is awarded. In addition, a different child from each class who has achieved all their Warrior Values, takes part in a special treat for the last half an hour of the day in each phase. Children receive a lanyard to wear the week they are a WARRIOR.

We have a WARRIOR vending machine that is closely linked to attendance. For all children who have 3 weeks of 100% attendance, they collect a token and can choose something out of the vending machine. Alternatively, they may choose to save up their token for a treat that is worth a higher value.

Children in Year 6 attend a residential trip with a mix of challenging, creative and skill-building experiences inspired by activities that 10-11 years olds enjoy. A selection of inspiring adventures leaves the pupils with boosted confidence and greater independence whilst working on personal development and social skills.

Westmorland employs two full time permanent members of staff who run our pastoral care for the children and their families. They hold workshops for parents for such things as high school selection, parenting techniques and routines at home. They help support children's contact; taking children to medical appointments, housing issues among other things such as taking parents to A and E when they are in class.