



METROPOLITAN BOROUGH OF CALDERDALE  
**Woodhouse Primary School**  
Daisy Road, Brighouse, West Yorkshire. HD6 3SX

Tel: 01484 714750  
Fax: 01484 720347

Email: admin@woodhouse.calderdale.sch.uk

**Headteacher: Mrs Shirley Stoker**

**Deputy Headteacher: Mrs Lynn Daveney**

***CURRICULUM AND ASSESSMENT DOCUMENTATION***

**CURRICULUM POLICY**

	Date	Chair of Governors	Headteacher
Adopted	28.11.03		
Reviewed	2.07.04		
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Reviewed			

# WOODHOUSE PRIMARY SCHOOL

## CURRICULUM AND ASSESSMENT DOCUMENTATION

### CURRICULUM POLICY – MARCH 2011

#### 1. Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Curriculum Committee.

#### 2. Rationale

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Woodhouse Primary School and enable the school to achieve its aims.

#### 3. Curriculum Statement

The Staff and Governors of Woodhouse Primary School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a rich, broad, balanced and differentiated curriculum. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations: and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At Woodhouse Primary School this means teachers using the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.

#### 4. Common Values and Purposes

- The curriculum, whilst paying due regard to achieving high standards in English and Maths, is broad, exciting and challenging;
- The curriculum embraces the five outcomes set out in *Every Child Matters* -Stay safe; Be healthy; Enjoy and achieve; Achieve economic well-being; Make a positive contribution;
- The curriculum is used to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
- The curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;
- The curriculum engages the children's interest; it encourages and motivates pupils to want to learn;
- The curriculum is exciting and offers pupils first hand experience to re-inforce their learning and to underpin their growing knowledge, skills and understanding;
- The curriculum opens their eyes to the wonders of creation and causes them to marvel at the incredible and fantastic world in which we live;
- The curriculum relates to the values from Collective Worship and the PSICHE scheme.

## **5. Broad Guidelines**

### **5.1 Planning**

In their Reception Year pupils follow the Statutory Framework for the Early Years. This framework provides parents with the assurance that the provision will keep their children safe and help them thrive.

There are six areas covered by the Early Learning Goals and educational programmes:

- ❖ Personal, social and emotional development;
- ❖ Communication, language and literacy;
- ❖ Problem solving, reasoning and numeracy;
- ❖ Knowledge and understanding of the world;
- ❖ Physical development;
- ❖ Creative development.

Where pupils move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:-

- ❖ Medium term plans for science, ICT and the foundation subjects follow The National Curriculum programmes of study. The International Primary Curriculum (IPC) forms the basis of much of the teachers' planning.
- ❖ The Renewed frameworks for Literacy and Numeracy supplement the English and Maths curriculum respectively.
- ❖ Calderdale's agreed syllabus for RE 2009, (Parents may exercise their right of withdrawal from religious worship and religious education.)
- ❖ A bespoke PSCHE curriculum, developed in response to Every Child Matters.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:-

- Visitors including artists, craftspeople, actors, musicians;
- The use of the school grounds, the locality and the wider environment;
- Educational visits;
- Support of parents.

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

### **5.2 Delivery**

The school week provides 22 hours and 20 minutes teaching time for Infants and 23 hours and 45 minutes for Juniors. The curriculum is planned in such a way that it can be delivered over 34 weeks. This leaves four weeks integrated within the school year, for curriculum enrichment and collaborative events. e.g. Off-site visits, healthy living week, productions, cultural days, music festivals, school twinning events, safety for life, DT challenge, teddy bears picnic, field trips.

All subjects within the curriculum are taught in classes or year groups with differentiation as necessary. The IPC provides a cross-curricular topic-based approach with an appropriate and extensive range of high quality resources that are used to underpin the curriculum. Optional homework is set, where appropriate, to link the curriculum with learning at home. *To ensure progression, subject leaders are in the process of cross-referencing national curriculum objectives with IPC learning goals.* In Years 5 / 6, pupils are taught by a number of teachers in preparation for their move to secondary school.

### **5.3 Assessment**

The school has policies for Assessment and Monitoring and Evaluation. Children have their own tracking record which is available for parents to see within 24 hours of their request.

### **5.4 Reporting on pupil attainment**

All work carried out by the children is monitored and evaluated. An annual written school report is made available to parents. Parents are invited to Parent / Teacher Consultation meetings in the autumn and spring Term. In the summer term, parents are invited to an open afternoon. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

### **5.5 Target setting**

Assessment for learning underpins teaching and learning across the school. All pupils are set next step learning targets through teachers' marking and feedback to pupils. The Governing Body sets the statutory targets in the autumn term for those pupils reaching the end of key stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using the June assessment level as a base, end of year targets in Numeracy, Writing and Reading Comprehension are set for each child with the expected progress being a minimum of two points per term for KS1 and one point per term for KS2.

## **6. Roles and Responsibilities**

The Headteacher takes overall responsibility for the curriculum. Subject leaders and teams monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters, from pupils through the class and school councils, and from staff and governors at regular meetings.

## **7. Inclusion - Provision for all pupils**

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual's skills, abilities and potential. The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all pupils in a high quality daily literacy and mathematics lesson (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. Booster classes, Maths programmes, Early Literacy support, Additional Literacy Support and Further Literacy Support, Social Use of Language Programme (SULP).

Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support. Specific curriculum extension programs for the Gifted and Talented.

## **8. Sex and Relationship Education (SRE)**

The Governing Body has an agreed policy for SRE. Parents of pupils in Year 6 are given an opportunity to preview the DVD used as the basis for the Year 6 Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so. SRE for other year groups forms part of the science and health education programmes of study.

## **9. Spiritual, Moral, Social and Cultural Opportunities**

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

## **10. Self Esteem and Self Worth**

Congratulations assemblies are held most weeks recognising the achievements of our pupils. Parents of pupils being congratulated are invited into school for these special assemblies.

The school also recognises the efforts of individual pupils and staff by recording their achievements in their class's Well-Done Book. Where a child's name is entered into the Well-Done Book, a post card is sent home to the child's family so that they can also share in the celebration. Talents of individual pupils are celebrated within class and at school assemblies and at the end of term Talent Shows. The awarding of house points also encourages pupils to do their best both in their school work and in their behaviour towards others.

Weekly record cards are distributed to pupils in Year 3 to Year 6 commenting on different aspects of school life. At the end of each half-term those pupils who have achieved good grades throughout the half term are awarded certificates of excellence. Their parents are also invited to attend the certificate assembly.

## **11. Extra curricular activities**

A wide range of activities is offered at the start of each half term. Parents of children wishing to attend such activities are asked to sign a consent form. Most teaching staff and many non-teaching staff participate in the provision of extra curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

## **EQUALITY STATEMENT**

### **12. Conclusion**

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

### **13. Supporting documentation**

Other documentation which supports the curriculum policy can be found in the management office.