



THE KING'S SCHOOL
C H E S T E R

Willow Lodge Curriculum Policy

Policy Owner	Head of Junior School and Willow Lodge
Last reviewed by Date	Head of Junior School and Willow Lodge February 2020
Last approved by Date	Education Committee Lent 2020
Next policy review by owner <i>(2-year cycle)</i>	February 2022
Next policy approval by governors <i>(2-year cycle)</i>	Education Committee Lent 2022
Circulation	School website, all staff and governors
Linked policies	Equal Opportunities and Inclusivity Policy SEND Policy
ISI regulatory requirements and any relevant legislation	Part 1 Paragraph 2 (1)(a), (b)(i) and (ii), (2) (a), (b), (d)(i) and (ii), (f), (g), (h), (i) Paragraph 3 (a), (b), (c), (d), (e), (f), (g), (h), (i), (j)

Contents

1. Introduction	3
2. Aims and objectives	3
3. Organization and planning	4
4. Medium term planning	4
4. Maths	5
6. Short term planning	5
7. The curriculum and inclusion	5
8. Enhancing the curriculum	6
9. The role of the Director of Studies	6

1. Introduction

Willow Lodge will give each child the best possible start to their school life, setting firm foundations for excellence and enjoyment. Through expert guidance and personal experiences, each child will gently discover their individual abilities in a nurturing, enriching environment.

Some children will continue within the EYFS provision and planning into the first term of Y1, others will move on to the KS1 National Curriculum and Chris Quigley *Skills Based Curriculum*. Each child will work at their own pace and move on when it is right for them. In Infant 1 and Infant 2, more formalised teaching will be introduced, still with the opportunity for plenty of hands-on, interactive play. Infant 1 and 2 encourage lots of talking around a task, apparatus and equipment to develop their understanding and a text-rich environment. Whilst the majority of subjects will continue to be taught by the class teacher, we continue the specialist teaching for PE, swimming, music and languages. Forest Schools will also be offered as an enrichment club.

In Willow Lodge, we deliver a creative curriculum which is a carefully planned, thematic approach to teaching and learning, designed to support children's natural curiosity and stimulate their creativity. It offers the children the opportunity to work in depth, giving them the time they need to reflect, consolidate and apply their learning. We express knowledge, skills and understanding in a variety of ways, making use of the creative arts. Our themes change every term and we ensure that the children experience a wide range of stimulating themes throughout the year. The themes run on a 2 year cycle and are adapted each time to cater for the needs of the current cohort.

Using Chris Quigley's *Skills Based Curriculum* ensures that the focus is on progression and attainment in the creative curriculum. Infant 1 plan for secure attainment in level 1, emerging into level 2 by the end of the year. Infant 2 plan for secure attainment in level 2, emerging into level 3 by the end of the year. Skills will be repeated at different levels throughout KS1 but the context and application will be progressive.

In Willow Lodge, we aim to deliver a creative curriculum through high quality texts. Literacy is at the core of our curriculum. Our texts are carefully chosen to make sure that they enhance our theme for the term and that they model excellent writing skills. As the theme changes, so do the texts. Current, modern texts will also replace older texts in the future, if the themes are repeated in subsequent years.

2. Aims and objectives

The aims of our school curriculum are:

- To teach children the skills outlined by Chris Quigley in his *Skills Based Curriculum* 2008, which gives equal weighting to both core and foundation subjects.
- To plan a curriculum that exceeds National Curriculum expectations.
- To enable children to learn, and develop their skills, to the best of their ability.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable children to be creative and to develop their own thinking
- To teach children about the developing world, including how their environment and society have changed over time.
- To appreciate and value other children and adults of differing cultures, ethnicities and backgrounds.
- To encourage children to appreciate the world and their environment
- To provide a comprehensive RE curriculum that explores a variety of faiths and beliefs.
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong

- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.
- To plan for leadership opportunities, developing group work and encouraging initiative.

3. Organisation and planning

In Willow Lodge, we plan our curriculum using Chris Quigley Skills Based Curriculum 2008. These are working documents which can and should be annotated. Teaching staff will need to think of a theme for each term. The theme should not have already been taught in other year groups. The theme for each term should rotate on a two-year basis. For example:

Infant 2 Theme Rota		
Year 1		Year 2
Michaelmas	Out of this world	Loving London
Lent	Seaside Rescue	Monsters, Magic and Mystery
Summer	What's in the Garden?	Awesome Africa

High quality texts should also be sought before planning each term in order to ensure that the curriculum stems from the text. Children should access a wide genre of texts throughout the year.

Teachers then plan which key skills from the Skills Based Curriculum, would be most suited to each topic, ensuring that there is a balance of skills throughout. Themes may lend themselves to some topics more so than others so there needs to be equal coverage of all subjects throughout the year. Teachers should keep a record of the skills they have covered, retrospectively, by highlighting the skills in the following colours:

- Orange: Michaelmas
- Green: Lent
- Summer: Yellow

Teachers can then use this information to see where there are gaps in order to make sure that they are covered in the next themes for the rest of the year.

4. Medium Term Planning

It is essential that all teachers in KS1 have read through the high-quality texts for the theme before the initial planning meeting with the year group. All teachers and teaching assistants should be involved in the planning process.

Teachers are to use the following template for their medium-term planning. This can be found in Infant Share – Willow Lodge Planning



[CLASS] [TERM] MEDIUM TERM PLANNING [YEAR]

Week Beginning	ENGLISH	MATHS	SCIENCE	TOPIC	ART and DT	Computing
<p>Weeks can be written as blocks eg. Week 1-3</p> <p>Or as individual weeks e.g. Week Beginning 13 June</p> <p>Open ended questions Questions that link across the curriculum – topic based For example: Topic: "What's in the Garden?" e.g. If you were a beetle, what would you do at school? How can we find out how many mini-beasts there are? What should be in our forest school area? What else could be at the top of the beanstalk? Should Jack keep the Golden Goose?</p>	<p>For each subject the format is as follows:</p> <p>Learning objectives from the curriculum – skills based wording e.g. <i>To use non-fiction text to find information rather than To read "Eating Healthy" and write a list of healthy foods.</i></p> <p>This way the objective is a skill that the children are learning which can be applied to any topic or theme. The specifics (what book and what they are doing) would be in the main body of the lesson and in your outcomes.</p> <p>Main lesson/activity What the lesson will look like. What will the children be taught and how will you teach it?</p> <p>The Outcomes What evidence will we see of the child's learning? What will be the outcome of the lesson?</p> <p>Resources to prepare The resources that are not to hand – the things you need to prepare/order/purchase before the lesson</p>					

5. Maths

Willow Lodge uses Abacus: Active Learn Primary as our main curriculum. Please see our Maths policy for more information.

6. Short term planning

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Foundation subjects can be grouped together as 'topic' if required, although teachers are still responsible to ensure coverage of all subjects.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. In Infant 1 we recognise that children are going through a transition stage and make allowances for this period through planning and assessing to meet the needs of this transition phase.

7. The Curriculum and Inclusion

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more complex, we forward our concerns onto our Director of Learning Support who will advise teachers of the appropriate course of action.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

8. Enhancing the curriculum

At Willow Lodge, we offer a variety of extra-curricular clubs that enhance our curriculum. We aim to provide clubs during and after school that cater for a wide range of interests and abilities. These include:

- Sports
- Art & Design
- Performance
- Music
- Outdoor pursuits
- Reading
- STEM (Science, technology, engineering and mathematics)

9. The role of the Director of Studies

It is the job of the Director of Studies to monitor and advise on the implementation of the curriculum. The Director of Studies will monitor pupil progress and give supportive feedback on the curriculum provision. The Director of Studies will liaise with Subject Co-coordinators in order to collate information and current ideology on the delivery and provision of each subject area.