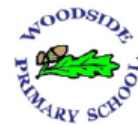


# Woodside Primary School

The Forest Federation



## Curriculum Policy

[Article 29](#) (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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## Statement of intent

At Woodside Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

# 1. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

At Woodside Primary School, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. Our curriculum has three main drivers: enriching vocabulary; expanding cultural capital and understanding cultural diversity.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in section 6 of this policy.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

## 2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.

- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.
- Promote our Golden Threads – Diversity, Vocabulary and Knowledge of the World

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **3. Legal framework**

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2011
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy
- Teaching and Learning Policy
- Marking and Feedback policy

### **4. Roles and responsibilities**

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Liaising with the Executive Head Teacher, Curriculum Lead, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Executive Head Teacher and Curriculum Lead are responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

#### 4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Executive Head Teacher and Curriculum Lead, when requested.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Curriculum Lead and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring all pupils are given work that is appropriate for their stage and are appropriately challenged.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Executive Head Teacher.
- Working to close the attainment gap between academically more and less able pupils.

#### 4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Executive Head Teacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

- Collaborating with the Executive Head Teacher, Curriculum Lead and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## 5. Organisation and planning

5.1. The school's curriculum will be delivered over 190 days and will be delivered throughout the school week/term.

5.2. Each school day will be split into a morning and an afternoon session with at least one break for lunchtime. Sessions will consist of a variety of subjects that link to the learning for that term.

5.3. In general, lessons will be separated into three core stages:

- Introduction to the topic and thinking time – this is the time where lesson objectives will be set.
- A main teaching event – this will vary day-to-day based on the teacher's plan.
- Plenary – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

5.4. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

5.5. Teachers will plan for the two/four year rolling program and produce knowledge organisers for the subjects agreed

5.6. Teachers will provide MTPs for other foundation subjects and lesson plans that incorporate progressive knowledge, skills and vocabulary. The Golden Threads will underpin the planning for all children.

5.7. All new 'theme' learning will start with eliciting what children already know and help them develop links to prior learning (schema) through KWL and recall of knowledge, vocabulary and skills.

5.8. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

5.9. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.



- 5.10. A full list of subjects is described in Appendix 1 of this policy.
- 5.11. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.12. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.13. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- 5.14. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.
- 5.15. The different learning techniques include:
- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
  - **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
  - **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
  - **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
  - **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
  - **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
  - **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
  - **Quizzing** to build children's memory – both declarative knowledge (what they know) and procedural knowledge (skills – the how)
- 5.16. Planning will be used to identify any possible difficulties/misconceptions within the curriculum and will break down barriers to learning.
- 5.17. Any difficulties identified will be addressed at the outset of work.
- 5.18. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

## 6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
  - English
  - Maths
  - Science
  - RE
  - Relationships and Health Education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
  - Art and design
  - ICT
  - Design and technology
  - **[KS2 only]** Languages
  - Geography
  - History
  - Music
  - PE
  - PSHE

## 7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. The school will ensure aspects of PSHE are covered within class lessons, whole school assemblies, themed days and through school visitors. Topics covered within this could include:
  - Antibullying
  - Celebrating different cultures
  - Environmental issues
  - Aspirations
  - British values
  - E-safety

- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's **PSHE Policy**.

## **8. Reporting and assessment**

- 8.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 8.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.
- 8.3. Informal assessments and NFER tests will be carried out according to the Assessment Policy to assist teachers in their knowledge of pupils' progress. The results of the assessments will be used to inform future planning and target setting.
- 8.4. Results of key assessments will be recorded on Insight and reported back to the Head Teacher, pupils and pupils' parents.
- 8.5. Pupils will also complete national assessments. The results of these assessments will be reported back to the Head Teacher, pupils and their parents.
- 8.6. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **9. Equal opportunities**

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:
- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex

- Sexual orientation
- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## 10. Supporting pupils with SEND

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum, and when appropriate, adapted to suit their needs.
- 10.3. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 10.4. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## 11. Extra-curricular activities

- 11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity may be adapted so that the pupil can take part if appropriate.

## 12. Monitoring and review

- 12.1. This policy is reviewed **annually** by the SLT and the **governing board**.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

12.3. The scheduled review date for this policy is September 2022.

Appendix 1

## Curriculum Overview

**Our school aim is 'to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.'**

At Woodside Primary School, we offer the full Primary National Curriculum, embracing every opportunity to provide additional fun and challenging activities for all children to enjoy. We value school life being about developing the 'whole' child and working closely with families. We offer enrichment activities such as themed weeks, after school clubs and online resources to help with children's learning at home. We promote British Values and uphold our School Values of **determination, respect, friendship, tolerance, self-belief and courage**.

We live and work in a beautiful part of England with a rich history and this is reflected in our curriculum. We share good practice with Steam Mills Primary School and other primary schools within the West Gloucestershire Schools Partnership (WGSP) and we appreciate the activities our feeder secondary schools offer to our children.

Our locality and context have influenced our curriculum and three 'Golden Threads' are woven through our curriculum, enriching children's knowledge and understanding. Our Golden Threads are:

- Vocabulary
- Knowledge of the world
- Diversity

We aim for all pupils to secure firm foundations in English and Mathematics and this underpins a growing excellence in other subjects. Our vocabulary-led and knowledge-based curriculum offers a broad range of subjects from Early Years through to Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning. 'Vocabulary-led' means a focus on enriching and expanding children's knowledge and use of words and language so that they can communicate well and have the skills to enquire about our world and participate as considerate citizens as they grow.

### **Early Years**

Our high expectation of children begins in the Early Years Foundation Stage (EYFS). Children can join from two years old in our pre-school setting for a flying start. In pre-school and Reception, children have a child-led curriculum are regularly assessed using Development Matters, with the aim of meeting the Early Learning Goals by the end of the Reception year. We welcome involvement with parents via Tapestry and use this to share lovely photos and key learning throughout their time in Early Years. Assessments are used to identify key subject areas to inform planning and focus children who need to be targeted for specific activities. Pupils begin phonics lessons in Reception, and these continue through into Key Stage 1 (KS1) and sometimes KS2. There is a focus on exploratory play in Reception based around topics and core texts, which children access both in the morning and afternoon sessions. Children take part in Early Maths, Phonics, and Literacy group-based sessions. The NELI project (to improve early language) was introduced in Jan 2022.

Essential Letters and Sounds is our chosen DfE accredited phonics scheme. This provides a simple, consistent approach to teaching phonics and daily application of phonics knowledge to reading. ELS starts in pre-school at Phase 1+. See Phonics section below for further information.

In the EYFS, there are three prime areas, which are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. They are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are four specific areas, through which the three prime areas are strengthened. They are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### **Key Stage One (KS1)**

In KS1, children continue their learning journey, taking part in maths, reading and writing lessons every morning. In Year 1 (Yr1), children continue to have daily phonics lessons whilst in Yr2, children access daily Spelling, Punctuation and Grammar (SPAG) lessons, which are linked to their learning in writing, to allow them to apply and deepen their basic skills. In the afternoon, children access the wider curriculum through carefully planned topics, ensuring that children make good progress in the wider subjects of Science, Religious Education (RE), Computing, Personal, Social and Health Education (PSHE), Physical Education (PE), Art and Design, Design and Technology and Music.

### **Key Stage Two (KS2)**

In KS2, children continue their daily curriculum of maths, reading, writing and spelling lessons. In Yr5 and Yr6, children are gradually prepared for the transition into Yr7.

In the afternoons, children deepen their understanding in the subjects taught at KS1 and learn a foreign language. French is taught at Woodside, with a focus on speaking, reading and writing.

Termly themes are led usually by history and geography topics, although discrete subject vocabulary and skills are taught (eg chronology and enquiry in History; mapping and field work in Geography). Cross-curricular links are made where suitable, for example art and design may link to the History unit. If a subject does not link to a topic it is taught as standalone. Relationship and Health education are taught throughout the school, following a scheme of work which introduces new learning at age appropriate stages.

### **Curriculum organisation**

We teach a vocabulary-led, knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life. Individual lessons have clear subject-led objectives, organised into termly topics which tend to be history, geography or science led in KS1 and KS2 (including through Literacy sessions where links can be made). If a subject does not link to a topic it is taught as standalone. Teachers develop 'knowledge organisers' which contain the core learning for a unit of work, designed to improve long term memory of key facts and concepts.

### **Subject specific information**

Subject leaders co-ordinate curriculum areas and monitor children's progress carefully. WGSP organise subject leader sessions and cluster meetings with advisers/experts, so we can share good practice and learn continually from others too. Staff also benefit from training from GLOW maths hub and county advisors and training where appropriate.

Subject specific information:

### **Reading**

Teaching a child to read is vital. We use a range of strategies in addition to phonics, such as decoding methods; teaching high frequency words through sight recognition; discussion through picture books and modelling.

Our school has a good track record of results in reading and we are lucky to have volunteers who regularly come to school to hear children read out loud.

From Reception to Yr6, reading is taught through a mixture of group guided reading; whole class reading and comprehension activities. One to one reading occurs in the younger classes. Vulnerable readers are identified in each class throughout school for individual reading, to ensure progress and promote a love of reading.

During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school. We aim to develop a love of reading, so children are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the children on a regular basis.

Children have a school reading book (a scheme book or banded free reader when ready from Y2 upwards) to take home and share with parents/carers. Books are initially matched to the phonics teaching sequence for early readers and a sharing book is also loaned, for parents to read to their child to expand vocabulary, general knowledge and interests of each child.

### **Phonics**

We accessed our English Hub at Mangotsfield Primary School in Bristol in 2019-20 for phonics advice and training.

At Woodside Primary we follow the DfE approved Essential Letters and Sounds scheme of phonics teaching. Each child in Reception and Yr1 has a daily phonics lesson, following the teaching sequence of revisit/ review – teach – practise - apply. In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. Reception and KS1 children are either taught as a whole class or sometimes put into small groups, based on regular

assessments so that children's learning needs are accurately matched to the correct provision. Small phonic sessions or interventions are delivered by teaching assistants and overseen by the class teacher, to provide complimentary teaching.

Sessions are lively, fast-paced and fun. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.

At the end of Year 1 children take the national Phonics Screening Check, which tests children's phonic knowledge. Here, they are required to read real and nonsense words, applying the skills they have learnt. Ideally children will have completed and consolidated Phase 5 during Year 1 and Phase 6 during Year 2, so that they can focus more on higher-level comprehension using increasingly challenging texts. Any child that does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions.

### **Writing**

Our staff have benefitted from working with Integra advisers and experts who have a proven record in developing pupils' learning in writing. We use resources to finely tune provision, share good practice and offer whole school staff continuing professional development (CPD).

In Early Years and Key Stage 1, we incorporate the Talk for Writing model into the teaching of writing. Children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models. Children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence. In addition, in Key Stage 1, picture books and topic work are used as a stimulus for writing. In Key Stage 2, children are taught to write through text-based units of work. Units of work are designed around the children's needs and inspired by resources from The Literacy Shed, Literacy Tree, class book sets and non-fiction texts (linked to the class' wider curriculum where appropriate). Challenging texts are chosen to ensure that children have an excellent model for their own writing.

The principles of slow writing and big writing underpin our writing, with an emphasis on drafting, editing and improving sentence work.

During their time at Woodside, children are exposed to a range of classic and contemporary poetry. They have the opportunity to use these poems as a model for their own writing.

### **Maths**

At Woodside, we believe that mathematics should be fun and rewarding for all children. As such we endeavour to make our work in mathematics engaging for all learners.

Rainbow Maths/fluency activities are carried out frequently. This helps children to focus on arithmetic questions to reinforce and consolidate the arithmetic skills that have been previously taught. We believe that this plays an important role in the children becoming fluent in the fundamentals of mathematics and develops the children's ability to recall and apply knowledge rapidly and accurately. This has had a positive impact on our Maths success, along with Times Tables Rockstars in KS2, My Maths and resources from Purple Mash.



The NCETM Mastering Number project began in Oct 2021. The Mastery approach is embedded throughout the school due to working with the Glowmaths Hub.

Our curriculum is mapped out using the White Rose Maths Hub scheme of work. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract to aid our children's conceptual understanding. As a result, we are seeing a growth in confidence in all our learners, especially in areas of problem solving and reasoning. Due to our mixed class structure, the teacher teaches one year group for half of the session whilst the other year group is consolidating their learning or completing independent problem solving activities under the supervision of a teaching assistant. The groups then swap so all children have high quality extended teaching in each session.

### **Science**

We follow the National Curriculum for science ensuring all pupils develop their scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics. Science is hands on where possible; pupils are given the opportunities to experience science in the real world. Our extensive field, nature garden and pond are invaluable resources. We use resources from the Primary Science Teaching Trust, Explorify and Twinkl to ensure excellent coverage and progression throughout the school. We use e-Bug resources to promote good hygiene.

### **Computing and Information and Communications Technology (ICT)**

We use Purple Mash and a robust scheme of work throughout the school. Each year group builds on the skills taught during the previous year, to ensure that by year 6, children are confident using technology, including a range of different programs, apps and websites.

Apps on the iPads are utilised to teach skills such as animation, music creation and e-books. Office software are embedded in the curriculum.

### **Personal, Social Health and Citizenship Education (PSHCE) and Sex and Relationship Education (SRE)**

At Woodside, we use resources from Gloucestershire Healthy Living and Learning (GHLL); SCARF and Gloucestershire's Relationships and Health scheme of work. Topics covered include the following:

- careers, financial capability and economic well-being;
- physical health and well-being;
- keeping safe and managing risk;
- identity, society and equality;
- drug, alcohol and tobacco education;
- mental health and emotional well-being;
- sex and relationships education.

We also cover safeguarding themes through:

- anti-bullying week which takes place in the Autumn Term;
- E Safety week and a constant reminder through weekly assemblies the importance of staying safe on line.

The teaching of British Values and School Values are at the core of our school and curriculum. We have achieved the GHHL Health Schools Award and Mental Health Champions Award. We are a Trailblazer school, offering Young Minds Matters counselling and we have qualified ELSAs (Emotional Literacy Support Assistants).

### **Religious Education (RE)**

We follow the Gloucestershire agreed syllabus scheme throughout the school. This provides a broad and balanced programme of RE. The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Local Agreed Syllabus for RE requires all pupils to investigate:

- the beliefs and practices of religions and other world views, including:
  - Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders
  - Worship and spirituality: how individuals and communities express belief, commitment and emotion.
- how religions and other world views address questions of meaning, purpose and value, including:
  - The nature of religion and belief and its key concepts
  - Ultimate questions of belonging, meaning, purpose and truth.
- how religions and other world views influence morality, identity and diversity, including:
  - Moral decisions: teachings of religions and other world views on moral and ethical questions, evaluation, reflection and critical responses
  - Identity and diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

### **History and Geography**

Our curriculum leaders for History and Geography co-ordinate our curriculum design and monitor outcomes, checking on progress throughout the school.

History and Geography form an important part of our curriculum. We follow the National curriculum and embrace a broad spectrum of topics, underpinned by skill development and subject specific knowledge. As a school we aim to wholly develop each child's geographical and historical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. Other curriculum areas are incorporated into learning to ensure high levels of motivation and interest from the children.

### **Physical Education**

Our curriculum is enhanced by Prostars coaches, who teach our KS2 children weekly. Children have two blocks of swimming teaching as they progress through the school-one in Year 2 and one in Year 6. Year 5 children have cycling proficiency lessons. Residential trips for outdoor adventurous activities take place every other year, so children have the opportunity to participate in either Y5 or Y6. After school clubs include multi- sports.

### **Modern Foreign Language**

French is taught in KS2 in readiness for secondary school, using a scheme of work covering a wide range of topics and vocabulary. Our progression document highlights the importance and speaking and listening, so there are lots of opportunities for repetition and practice. Children are encouraged to become confident speakers and competent in writing in French at greater length as they move through the school.

### **Art and DT**

As well as being taught through termly topics, skills and outcomes are also celebrated through specific Art/DT weeks. Children use sketch books in KS1 and KS2. Children use a range of media and techniques (e.g watercolours, pastels, collage, clay modelling) with the support of Kapow. They learn about the work of artists from around the world and this helps to promote diversity too.

### **Music, drama, trips, clubs and celebrations:**

Pupils learn to play an instrument in Y1/2 and in Y3/4 through Gloucestershire Music specialists. These lessons cover the entire key stage curriculums, but children have plenty of other opportunities during their time at Woodside. Children develop their rhythm, body percussion and vocal control in singing assemblies led by our music subject leader.

Children perform to parents and families at key events throughout the year (e.g. Harvest Festival, Christmas plays or KS2 end of year performance). The Christmas plays include dedicated curriculum time for drama skills, speaking and listening skills, performance etc. A drama club is a popular after-school club and children enjoy performing to the Senior Citizens in the village.

Hands on learning and experiences are key to children being able to write with meaning. We are proud that trips are always well received and they are subsidised through PTFA fundraising. We have a range of after school clubs for children to enjoy such as drama and Lego. Children have participated in Young Voices from Sept 2022.

### **Cultural Celebrations**

Living in a small rural setting, we expand children's experiences deliberately eg a Pantomime visit every Christmas, a whole school trip to a beach, Black County Museum trip. We also recognise the need for children to appreciate their local heritage and surroundings, so trips include visits to our local heritage museum. Our partnership with Gloucestershire University increases the number of teachers that children have access to as they go through the school.

We believe we have created a bespoke curriculum, drawing on a wide range of high-quality resources which meets the needs of our children and reflects the setting of our school.

Our school aim is 'to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.