

Warley Road Primary School

Curriculum Statement



| | |
|-------------------------------|----------------|
| Version Number | 3.0 |
| Date of Issue | September 2019 |
| Date Approved | N/A |
| Date for Review | September 2023 |
| Approved By | Headteacher |
| SLT Member Responsible | N/A |

Curriculum Statement

Introduction

At Warley Road we believe that the curriculum should be broad and balanced, foster a love of learning that will last a lifetime and create a sense of wonder at the world in which we live.

We continually review our curriculum provision to ensure that we provide a curriculum that is

- Relevant to the 21st century
- Will kindle a thirst for knowledge
- Provide children with the skill set and knowledge that they will need for adult life

Aims of Warley Road

The aims of our school curriculum are:

- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of literacy, numeracy and information technology
- To enable children to be creative through art, dance, music, drama and design technology
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- To teach children about how to keep themselves safe
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage and British values
- To enable children to be positive citizens in society and to feel that they can make a difference
- To enable children to understand and respect other cultures
- To fulfil all the requirements of the National Curriculum and The Locally Agreed syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development
- To teach children to understand the importance of right from wrong and truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect and value for themselves and be able to live and work co-operatively with others

Organisation and Planning

The Foundation stage is organised into a 2-year-old provision and a larger 3-year-old provision, alongside 3 reception classes. The stimulating and well-resourced rooms provide an ideal opportunity for children to start their school learning journey. The staff work closely with parents to ensure that children make a good start in their schooling.

From Year 1, most year groups are organised into 4 small mixed ability classes. The core subjects of Literacy & numeracy are taught in the morning, while the Foundation subjects are generally delivered in the afternoon though a cross curricular approach.

In Year 3 and 4, all children learn to swim, and the school is fortunate to have a newly refurbished pool on site. Swimming is delivered by a specialist swimming teacher and all children are supported, through extra sessions where required, to reach the nationally expected levels by the end of Year 6. Swimming is in single sex groups.

French is taught to all key stage 2 children using a scheme of work for each year group.

Long term plans are produced by each year group and teachers work collaboratively to ensure that planning is robust and provides a varied learning experience. Each topic includes a trip or visitor to school.

Short term plans, produce by each class teacher, ensure that the needs of all children within the class are met. Work is differentiated for SEN children and the curriculum is adapted when necessary to ensure that we are inclusive and can meet the needs of all learners (see Special Educational Needs and Inclusion Policy). We firmly believe that all of our children can achieve their full potential and operate a 'no excuses' way of thinking. More able children are also challenged in the work that they are set, and we expect all children to reach their full potential (see More Able and Gifted Policy).

Regular assessment takes place to ensure that children are on track and supported to make good or better progress (see Assessment Policy).

Across school, we use the best of a range of schemes for reading and phonics.

| Key Stage | Reading Schemes | Phonics Schemes |
|------------------|---|-------------------------------------|
| Foundation Stage | Rigby Star Phonics Phonics Bug Songbirds Phonics (Oxford Reading Tree - ORT) Floppy Phonics (ORT) Read Write Inc Plays Bug Club - online | Letters and Sounds |
| KS1 | Project X Rigby Star Oxford Reading Tree Floppy Phonics Songbirds Phonics Read Write Inc Plays Fireflies+ Bug Club - online | Letters and Sounds |
| KS2 | Project X Rigby Navigator Oxford Reading Tree Rapid Reading (Years 4 - 6) Treetops Pelican Collins Pathways Fireflies Pearson Bug Club – Plays to read Bug Club online | Letters and Sounds (as required) |

Religious Education

A collective act of worship takes place each day in school either in whole school or key stage assemblies, or class Thought for the Week (based on Social, Emotional, Behavioural Skills project). Assemblies & gatherings offer opportunities for spiritual, moral, social and cultural development across the spectrum of different faiths.

Religious Education in school follows the 'The Local Agreed Syllabus for Religious Education in Kirklees and Calderdale 2014-2019'.

'RE informs. It educates. It opens minds. It broadens thinking. Most importantly, it explores the connections between us, what makes us human. It teaches us empathy and social responsibility. It teaches us to be proud of whom we are and to recognise and respect who others are.'

RE is central to creating critical thinkers, individuals who are informed and educated about the issues that face them today, but are also ready for the world of tomorrow where they will lead their lives.'

Fatima Mamaniyat, RE teacher and member of Kirklees SACRE

(Parents may request that their children do not receive religious education or take part in an act of worship)

Extra-curricular Activities

We offer a wide range of extra-curricular activities. School staff run clubs such as, Cricket, Dance and Reading clubs that run either at lunchtime or after school. We also provide a breakfast club daily and a Friday afternoon club for children if it is required.

Role of Parents/Carers

As partners in your child's education, we value your support and views. We hold regular open afternoons where parents/carers can spend time in their child's classroom looking at the work we do and talking to the class teachers. Staff also run regular meetings where they will discuss the key features of how we teach at Warley Road e.g. how we teach phonics.

Role of Subject Co-ordinator

Each subject has a subject co-ordinator who is responsible for overseeing that subject. Part of their role is to monitor how the subject is being taught and the standards achieved within that subject. They also help us to ensure that our policy and practice is kept up to date and that the teachers have the resources and skills that they need to deliver an outstanding curriculum.

Role of the Headteacher

The Headteacher is responsible for the day to day organisation of the curriculum and for the monitoring of standards across school. Any concerns about the curriculum we deliver should, in the first instance, be addressed to the Headteacher, Mrs Gill Horner.

Role of the Standards and Effectiveness Committee

The Standards and Effectiveness committee of the Governing Body is responsible for monitoring the way that the school's curriculum is implemented and the standards that we achieve. Their role is to challenge the school to ensure that we are getting the best possible outcomes for your children. Governors can be contacted through the school office. The number for the school office is 01422 353724 or they can be contacted via email at admin@warleyroad.calderdale.sch.uk

Further information

If you would like more information on our curriculum, long term plans are available on our website and can be found under each year group. Alternatively, you could ask to speak to any member of staff.