



WESTFIELD MIDDLE SCHOOL

CURRICULUM POLICY

‘Achievement for All’

DATE January 2011

Reviewed

by

DATE

Introduction

At Westfield Middle School we believe that all children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of national directives and the needs of our pupils.

Westfield Middle School aims to:

- increase learners' motivation, enthusiasm and engagement in their learning, making learning more meaningful, through putting it into context
- raise standards in both teaching and learning
- help learners become more independent and take greater ownership of their learning
- develop children's confidence and motivation to learn through the use of a range of learning and teaching styles
- provide a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account
- give opportunities throughout the year for a flexible timetabling approach to make space for true depth of study
- establish cross-curricular links to foster a broader understanding
- create and maintain an exciting and stimulating learning environment, including Whole school and Key Stage "theme days"
- provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations
- provide enrichment opportunities where learning and teaching can take place beyond the classroom
- implement and develop the agenda for excellence and enjoyment
- support the Every Child Matters agenda
- develop social skills and encourage children to become more active citizens within the school community and beyond
- enable the communication of knowledge and feelings through various art forms including art/craft, music, drama and by acquiring

- appropriate techniques which will enable them to develop their inventiveness and creativity
- help learners to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
 - give children greater opportunities to develop their thinking and problem solving skills mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and handling data
 - teach learners about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events
 - develop the use of ICT across the curriculum
 - teach learners to know how to apply the basic principles of health, hygiene and safety
 - develop learners enquiring minds and scientific approaches to problems
 - cater for the needs of individual children of both sexes from all ethnic, economic, religious and social groups, including the most able and those who are experiencing learning difficulties
 - facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
 - create and maintain an exciting and stimulating learning environment
 - ensure that each child's education has continuity and progression
 - ensure that there is a match between the child and the tasks he/she is asked to perform
 - recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
 - treat children in a dignified way
 - create opportunities and develop skills for leadership within the curriculum

We aim that all children should:

- learn to be adaptable and know how to solve problems in a variety of situations how to work independently and as members of a team;
- be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- be happy, cheerful and well balanced
- be enthusiastic and eager to put their best into all activities;
- acquire a set of moral values on which to base their own behaviour
- be expected to behave in a dignified and acceptable way and be responsible for their actions
- care for and take pride in their school
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- be developing an enquiring mind and scientific approach to problems
- have an opportunity to solve problems using technological skills
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, dance, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- have some knowledge of the beliefs of the major world religions
- develop agility, physical co-ordination and confidence in and through movement
- know how to apply the basic principles of health, hygiene and safety

The above set of aims should be reviewed as pupils, staff and governors feel appropriate.

Effective Learning

In order for a creative curriculum to lead to creative teaching and learning, the approaches in school should be the:

- pupils feel cared about and are happy, secure, motivated and stimulated
- school needs to be founded on the following principles;
- pupils know what it is they are going to learn
- pupils know what they need to do to be successful learners

- pupils are helped to be able to assess their own learning and the learning of others
- pupils receive positive feedback that helps them to identify what they need to do next
- pupils have time to reflect and review their learning
- the learning environment is well organised, attractive, stimulating and positive
- lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience
- expectations are high
- timetabling provides opportunities for flexibility
- spontaneity is encouraged

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: a varied menu of sporting activities as part of being a specialist sports college, music tuition, drama, games, ICT, art club, choir, a variety of Enrichment clubs, homework club, reading club, eco club, spelling club and a school band.

Assessment and Recording

We formally level children's understanding through using statements based on the National curriculum objectives – recording individual children's levels. Pupils progress is tracked and highlighted for performance (attainment and achievement). Termly reports are written and pupils not progressing will be supported by the pupil progress feedback.

Subject co-ordinators collect evidence (data, photographs, samples of work) from year groups. This enables them to assess how well their subject is being delivered. This is overseen by the SLT.

Governors are kept informed of developments and priorities through communication between the Curriculum sub group and linked Governors with each subject area.

Parents and carers are kept informed of developments, through open evenings, PAF grades, end of year reports, and the school newswire.

Equal opportunities and special educational needs

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the ECM agenda. It is hoped that this approach will motivate and support children's learning at all levels including the gifted and talented, EAL and children identified with a special educational need (SEN).

Monitoring and Review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The SLT is responsible for the day to day organisation of the curriculum. The SLT monitors the curriculum through planning, classroom observation, liaising with the Curriculum Co-ordinators and the Link Team.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need. This is reflected in the following:

- regular formal and informal discussions with staff
- regular observations of lessons
- analysing assessment data
- regular scrutiny of children's work
- monitoring planning to ensure curriculum coverage
- collating data from staff, parent and children's questionnaires
- speaking with the children about their learning
- As a result of the above, the action plan will be amended in order to move the school forward