

Westhead Lathom St James'
CE Primary School



Connected Curriculum Policy

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Version	Date	Author/Editor	Revision Notes
V 1.0	Spring 2020	Helen Clark	New policy created

Mission Statement: Our School Now

Our school provides a secure, caring, stimulating and challenging indoor and outdoor environment that promotes a love of learning. Our children, parents, families, staff, governors and community work together to enable each child to become a happy, healthy, well-balanced individual in preparation for the opportunities, responsibilities and experiences of life.

The ethos of the school is based on the Christian ideals of commitment, responsibility and respect and love for Jesus Christ, self and others. We are committed to working in partnership with all of those involved in our children's development to lead our children towards tolerance, understanding, justice, and sensitivity to the needs of others and appreciation of the world around them.

Our motto "Enjoy, Respect, Learn, Achieve"

Vision Statement: Our Vision for the Future

'A curriculum that is challenging, inspiring and engaging; in which all pupils flourish spiritually, creatively and academically to become confident young people.'

'With God's power working in us, God can do much, much more than anything we can ask or imagine.' Ephesians 3:20 New Century Version (NCV)

Introduction

At Westhead Lathom St James' CE Primary School we take a 'Connected Curriculum' approach to our teaching. Our curriculum is designed in a thematic way which has an emphasis on subject specific knowledge and skills to ensure that each subject retains its independence but so that pupils can also see the interdependence between subjects. This enables pupils to make connections in their learning across the range of subjects taught and provides opportunity for application of newfound knowledge and skills across many lessons so that pupils retain knowledge learned. Subjects included in our 'Connected Curriculum include: English, Science, Design Technology, Art & Design, History, Geography and Computing. (Mathematics, Religious Education, Music, Physical Education, Languages and Personal, Social & Health Education continue to be taught outside of our thematic approach.)

Aims

- To enable children to make connections between subjects and build schema
- To extend and enhance the application of vocabulary across the curriculum
- To provide plentiful opportunities for developing and applying reading, writing and mathematical skills across the curriculum
- To maintain subject disciplines whilst enabling pupils to make connections between ideas and themes.

Our intention for each of the subjects specified in the connected curriculum:

English

We aim for our pupils to develop as effective, competent communicators. We want children to be able to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary. Texts are used to inspire a lifelong love of reading in pupils. Teachers aim for all pupils to foster an interest in words and their meanings, and develop a growing vocabulary in both spoken and written form. A range of text types and genres is provided for pupils to read, understand and analyse. From this we aim for our pupils to be able to write in a variety of styles and forms showing awareness of audience and purpose. We encourage all pupils to develop powers of imagination, inventiveness and critical awareness in all areas of English. Grammar, punctuation and spelling are taught throughout units of work and we aim for pupils to apply their knowledge of these conventions accurately in their writing. Our overarching aim being for all pupils to be able to produce effective, well-presented written work across the curriculum.

Science

We plan for children to build a foundation of knowledge and skills which can be transferred across the curriculum. We provide opportunities for children to use scientific vocabulary

confidently. Children are encouraged to ask scientific questions that lead to enquiry. They work practically in a variety of ways to excite, engage and inspire when finding things out. Children discover for themselves through solving their own problems, taking risks and answering own questions.

Design Technology

We aim for our pupils to design and make their own products through an iterative process. Teachers plan for pupils to develop their technical skills in order that they can select appropriate materials and tools for their products. We aim for our pupils to develop their skills to a high standard so that they produce high-quality prototypes and products for a wide range of users. We aim that all pupils will use appropriate subject vocabulary when evaluating, designing and creating. In addition, we aim for all of our pupils to have a good understanding of health and nutrition and to understand the importance of making the right food choices. We aim for all of our pupils to be proficient in cooking skills so that they are able to plan and prepare meals.

Art & Design

We aim to expose our pupils to a wide range of artwork produced by various artists, designers and craft makers. We want our pupils to develop an appreciation for a range of art forms and artists and recognise that we all have different preferences. Teachers plan for pupils to evaluate existing pieces of artwork and use these ideas to help them influence their own designs. Pupils will be introduced to a range of media and helped to develop their artistic skills by keeping sketchbooks in which they can plan and adapt their own ideas. We aim for our pupils to become proficient in the use of a range of media and use vocabulary associated with the skills and techniques they are using.

History

We aim for our pupils to engage in historical enquiry that excites and engages so that they want to discover more. We want our children to develop an understanding of chronology and duration and recognise that some eras studied overlap in terms of dates/times. We aim for pupils to develop an understanding of the need to use a range of sources to ensure accuracy and recognise bias. We will provide opportunities for our pupils to visit museums, take part in living history days and handle real artefacts that help bring the subject matter to life. We plan to use our locality to embed children's knowledge and understanding of history as being something that happened here in the past not just elsewhere in the world. Our overarching aim is that all of our pupils develop an understanding of what has happened in the past and how we as members of our society, now can learn from our predecessors.

Geography

We aim for our pupils to make sense of their own surroundings through learning about their own locality, and the interaction between people and the environment. Beyond their immediate locality we want pupils to extend their interest, knowledge and understanding to contrasting localities in Britain, Europe and the wider world. Teachers plan for pupils to develop an awareness of human and physical processes and how these shape places including the damaging effects that we as humans have on the planet and what actions we can take to slow down the effects of climate change. We aim for lessons in class and fieldwork that engage and excite pupils. Teachers provide opportunities for pupils to develop their geographical enquiry skills through encouraging them to ask and answer questions and use key vocabulary.

Computing

We aim to develop pupils' knowledge and understanding in computing so that they are competent, responsible users of digital technology. We want all of our pupils to be digitally literate and as such ensure they have plentiful opportunities to discuss appropriate use of technology; explore and engage in using online technologies and develop an understanding of how they can keep themselves safe online. Pupils are introduced to a mixture of technologies so that they are prepared for life outside of school. They have chance to explore a range of information technology so that they can evaluate and select the most appropriate technologies for a particular task. All pupils are given tasks that help them to develop their understanding of computer science including opportunities for: abstraction, logic, simple programming, writing algorithms and code, and debugging programs. This will be achieved through both unplugged activities and activities using technology. Teachers use decomposition to help pupils break down complex tasks and develop their computational thinking.

Long Term Planning

We work on a 2-yearly long term planning cycle to accommodate our mixed aged classes. Clear end points are written into the curriculum detailing what our pupils should know by the end of KS1, Lower KS2 and Upper KS2. Vocabulary lists for each subject outline subject specific terminology that pupils should know and use at each stage and provide a clear progression from EYFS through to KS2. Planning for the EYFS is based on the EYFS Framework and covers the seven Educational Programmes outlined in this document.

Medium Term Planning

Medium term planning takes on a thematic approach with an emphasis placed upon subject specific knowledge and skills. National Curriculum links and prior learning are outlined within

Medium Term Plans and there is clear planning for progression from the end of EYFS to KS2. An overview of each Medium Term Plan can be found in the curriculum sections on each class page on the school website. These overviews include key questions that children will consider; knowledge to be covered; vocabulary and cross-curricular links.

Short Term Planning

Each lesson within a themed unit of work will retain its subject specific discipline. Children will be made aware of the subject being studied and have objectives that consolidate their knowledge and skills in that subject. Key vocabulary for each subject will be used in a lesson and follow the progression in vocabulary outlined by Subject Champions.

Enrichment

Each unit of work is enhanced with enrichment activities that take learning beyond the classroom. These activities may include visitors; visits out of school; theme days/weeks; Living History sessions and fieldwork.

Assessment

Summative teacher assessments are carried out at the end of each unit of work. These assessments are recorded on class sheets which highlight key knowledge and skills taught within each unit. These class assessments are used by class teachers when planning future units of work and Subject Champions when monitoring standards in their subjects across the school.

Assessment for learning is used in all lessons and is the basis for Quality First Teaching. All teachers know the pupils in their classes well and plan for their learning effectively. Strategies to help employ assessment for learning include the sharing of learning objectives and success criteria; quality verbal and written feedback to pupils, and high quality questioning.

Marking and Feedback

All work completed by pupils should be checked by a teacher. The most powerful form of feedback is instant verbal feedback. This will be used in all lessons. Where verbal feedback is given there is no requirement to provide a written comment. Sometimes teachers may wish to give written feedback to pupils for example, during the gathering content week of writing or on a penultimate piece of writing in a unit of work. Teachers should use their professional discretion when choosing how to mark children's work. There is no requirement on the type or frequency of marking and it should not be burdensome.

Monitoring and Evaluation

The majority of our monitoring and evaluation is done through a collaborative approach. Together as a staff team we carry out scrutiny of children's books, lesson visits and learning walks. Subject Champions also carry out some of these activities along with talking to pupils about their work in order to gain a clear overview of their subject across school. Subject Champions also use the information gathered to create action plans in the summer term that feed into the whole school development plan. In addition, the headteacher carries out monitoring and evaluation activities throughout the year and these include: lesson visits, book scrutinies, walk arounds, pupil voice, planning scrutiny, monitoring of assessments and pupil progress meetings.