



Walkwood
Church of England  Middle School

Curriculum Policy

Governing Body Committee responsible:	Pupils and Curriculum		
Approval granted:	15 October 2018	Review date:	Autumn 2020

“For learning about wisdom and instruction, for understanding words of insight, for gaining instruction in wise dealing, righteousness, justice, and equity; to teach shrewdness to the simple, knowledge and prudence to the young - let the wise also hear and gain in learning, and the discerning acquire skill, to understand a proverb and a figure.”

Proverbs 1: 2-6

“The vision, in line with the Church of England’s role as the established Church, is for the common good of the whole human community and its environment, whether national, regional or local. It is hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.”

Deeply Christian, Serving the Common Good, 2016

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”

SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012



Introduction

Walkwood's curriculum is summarised by its three-fold mission statement:

[Love to Learn](#); [Learn to Live](#); [Live to Love](#).

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The development of character is a significant part of the school's work.

The school actively promotes its core values – the Fruits of Faith – doing so through the curriculum as well as through collective worship and vertical tutor time. In enabling pupils to have an outstanding experience within the realms of spiritual, moral, social and cultural learning, the school also promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in mixed ability groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

Identification

Love to learn

This aspect concerns the subject content, that is structured and delivered in an age-appropriate, engaging and differentiated way. The content holds both the subject matter and the subject-specific processes that are taught and explored.

Learn to Live

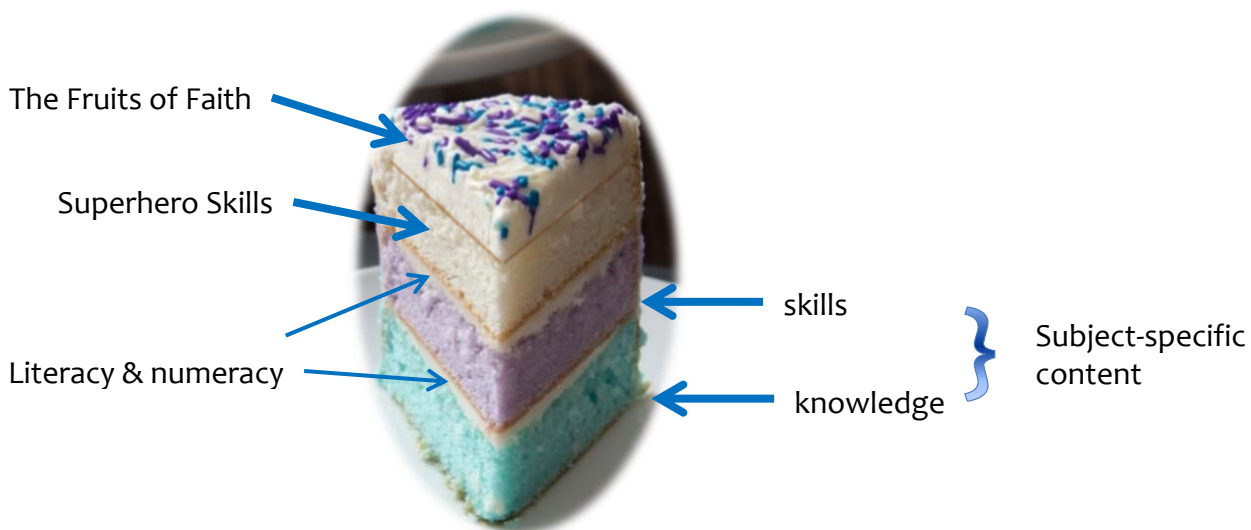
Here we have the learning roots – our ‘Superhero skills’. These six aspects are part of the Walkwood Way, and are delivered in each lesson. Teaching draws out the opportunity for



applying these learning and thinking skills. Literacy and numeracy strands are part of this section too.

Learn to Love

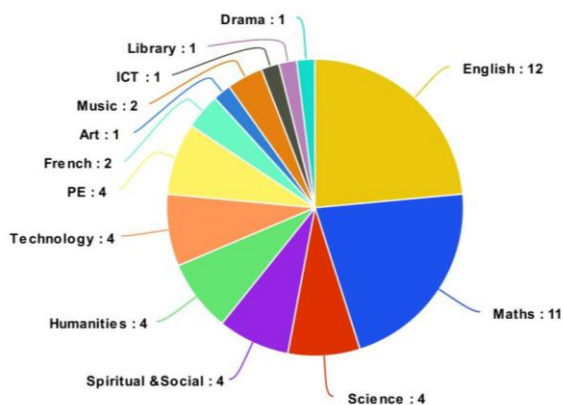
Our ten school values – our Fruits of Faith – are an aspect of our school that is unique to us. These values are in action throughout our school, and are thus another part of the Walkwood Way. It is appropriate that opportunities to model these values, and to exercise them, are within lessons.



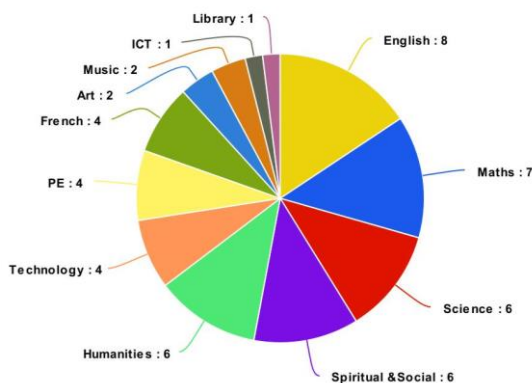
Implementation

The curriculum cake is divided through the timetable as follows:

Years 5 and 6



Years 7 and 8



Using ‘The Walkwood Way’, the subject content for a lesson is taught within a context that makes use of the Superhero Skills as well as the Fruits of Faith.

This curriculum is published on the website. In addition, a curriculum calendar exists for each subject.

There is no specific planning format that is required for all subjects, although teachers are expected to make use of the Teacher’s Planner.

Resources for the curriculum may be commercially available packages, or they could be materials that are prepared by colleagues and shared.



Impact

Each year there is the opportunity for subject leaders, with appropriate teachers if there are any, to review the delivery of the curriculum on offer. A Department Action Plan follows the review and links to the school priorities.

For English and Mathematics, the impact is determined in regard to KS2 outcomes as well as GL Assessment data. The latter form is being developed within Science.

Monitoring through the year also informs a consideration of impact. There is a two-year cycle of external inputs: one year has a Governor visit, while the other year involves an externally-lead audit.



English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Literacy is also taught in a cross-curricular way, linking up with other areas of the curriculum. Parents are given clear expectations about reading at home.

We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including regular foci on reading.

Pupils in Years 5 and 6 have a lesson of English each day, and two lessons of Library in each two-week timetable cycle.

Pupils in Years 7 and 8 have seven lessons of English in each two-week timetable cycle.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.

Within a two-week timetable cycle, there is a short and simple mental maths session. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including the biweekly 'Number challenge'.

Pupils in Years 5 and 6 have a lesson of Mathematics each day.

Pupils in Years 7 and 8 have seven lessons of Mathematics in each two-week timetable cycle.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>



Art

We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage and some 3D designs. They will be introduced to a wide variety of artists and their styles.

We have two Art Days with a whole school focus and we include art in our Deep Days.

Pupils in Years 5 and 6 have one Art lesson each fortnight.

Pupils in Years 7 and 8 have two lessons of Art in each two-week timetable cycle.

National Curriculum Art Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles, graphics and food.

Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

Pupils in all years have four lessons of DT each fortnight, taught as two 'double' lessons.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-design-and-technology-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in English and Humanities lessons aid the development of speaking and listening, reading and writing skills.

Pupils have opportunities to perform to wider audiences through assemblies and events.



There are no National Curriculum references directly to Drama.

French

Our pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new.

Repetition and practice are essential in learning a new language as in songs and games. Pupils will listen attentively to spoken language and show understanding by joining in and responding. They will also explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. They can, thereby, engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Pupils are encouraged to speak in sentences, using familiar vocabulary, phrases and basic language structures.

Writing is also significant. Pupils gradually broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, and from then they write phrases from memory. Then, pupils are able to adapt these to create new sentences, to express ideas clearly, thus describing people, places, things and actions.

In Years 5 and 6, pupils have two lessons of French each fortnight.

In Years 7 and 8, pupils have four lessons of French in each two-week timetable cycle.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Humanities

Our Humanities programme is carefully balanced and planned to be age appropriate across the years.

In Geography, pupils consolidate and extend their knowledge of the world's major countries and their physical and human features. They understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they become aware of increasingly complex geographical systems in the world around them. They develop greater competence in using geographical knowledge, approaches and concepts and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

In History, pupils extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Pupils identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They use historical terms and concepts in increasingly



sophisticated ways. Pupils will pursue historically valid enquiries including some they have framed themselves, and create relevant, structured and evidentially supported accounts in response. They understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.

In Years 5 and 6 pupils have four lessons over the fortnight.

Year 7 and 8 pupils have six lessons in each two week timetable.

Humanities Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

ICT

We have discreet timetable time for the development of ICT skills. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

Pupils in all year groups have one lesson of computing each fortnight.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons and activities create, mood, atmosphere and to help thinking.

In Years 5 and 6, pupils have one lesson of Music each fortnight.

In Years 7 and 8, pupils have two lessons of Music in each two-week timetable cycle.

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>



Physical Education (PE)

Our PE lessons are able to take place on site, either inside or outside, the latter being on either of the two playgrounds or the extensive field. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. The activities are rotated on a termly basis.

We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, district and county competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Science

We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. We develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

Our lessons will include learning about plants, animals and the seasons.

Pupils in Years 5 and 6 have four lessons of Science each fortnight.

Pupils in Years 7 and 8 have five lessons of Science in each two-week timetable cycle.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-scienceprogrammes-of-study>

Spiritual and Social Education

This subject is a combination of Religious Education, Citizenship and Personal, Social, Health Education. By teaching these subjects within a coherent framework, we encourage pupils to consider that social decisions and morality is also linked to the spiritual sphere for those who have a faith. The skills that work well in RE can be used to discern and judge in aspects of social learning too.

Spiritual and Social Education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, the subject develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It also helps them to connect and



apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.

We follow the Agreed Syllabus for Religious Education (SACRE) produced by Worcestershire. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

In our programmes we promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

National Curriculum Citizenship Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-citizenship-programmes-of-study>

National Curriculum PSHE Programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Superhero Skills (Skills for Learning)

Thinking skills are the mental processes that we apply when we seek to make sense of the learning experience. Better thinking will help us to learn more from our experience and to make better use of our intelligence. The problem with learning ‘facts’ is that they become outdated, or new research requires modification of previously accepted ‘knowledge’. Even more importantly, in our evolving world, the ability to think is fast becoming more desirable than any fixed set of skills or knowledge. We need problem solvers, decision makers and innovators.

Our thinking skills are delivered as regular inputs to pupils’ learning. We want our children to become thinkers who can not only receive information but can manipulate and judge information. As their confidence grows and skills develop they will become less passive thinkers and more proactive thinkers who are able to make sense of information and tackle more complex problem solving situations.

These will encourage our children to think for themselves and at the same time to encourage them to think with others. As skills develop the children not only state their own ideas but support them with reasons. They will become aware of the differences and similarities between their own ideas and those of their classmates. Respect for one’s own views and respect for the views of others is an important part of these lessons.



Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year. There is reference to the Church year in particular inputs, such as Deep Days.

Trips and Visits

We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. Some trips are linked directly to the learning that pupils are partaking within the curriculum. Others are for extension or enjoyment.

We have residential visits for pupils in all year groups, along with a ski trip that takes place every two years.

Workshops and specialists

Each year group is likely to take part in a variety of workshops throughout the academic year. These will link to pupils' work in a particular curriculum area.

Themed days and weeks

There are two Arts Days in the summer term. These allow the process of creativity and design to be explored, with pupils in particular year groups following particular programmes.

There are five Deep Days through the year. These relate to the church festivals of Christmas and Easter, incorporating more in-depth learning about aspects of these festivals and, where appropriate, how links are evident to other world faiths.

Every year there are two weeks where reading has a particular focus, in which all teaching staff are involved through the tutor-time programme. Every two years the school has Takeover Day, when pupils apply to take on roles within the school and then carry these out on a given Friday.

Extra-curricular activities

A wide range of age appropriate clubs are offered both during and after school for pupils in all year groups. These include sporting activities as well as others that link to the curriculum subjects. The calendar for these activities is published each term on the school website:

<http://www.walkwoodms.worcs.sch.uk/Clubs> .

Wrap Around Care

We provide an 'extended day' for working parents and carers from 7.45am until 4.45pm. This Homework Club allows time for pupils to complete work that they have been assigned to do, as well as make use of the Library facilities.

Funzone is an out-of-hours provider that delivers care before and after school, as well as during holidays. There is a charge for this care. Details can be found at:

<http://www.walkwoodms.worcs.sch.uk/Fun-Zone-1>



Monitoring and Evaluation

Monitoring is an integral part of the work of the school and is carried out by pastoral leaders, heads of the curriculum departments as well as members of the senior leadership team. Such monitoring considers the effectiveness of the curriculum. There is a full policy within the school that covers monitoring of standards.

