

# Curriculum Policy

## Farsley Westroyd Primary School and Nursery

Enjoy

Achieve

Believe

Together



Good to be me,  
Good to be Westroyd,  
Good to be Farsley

Approved by: T&L/PS  
Govs

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Provide clear and explicit learning outcomes
- Equip pupils with the positive attitudes necessary, to enable them to make a positive contribution in society now and into the future.
- Embed subject specific knowledge into their long-term memory so that pupils are able to make inter-connected links and apply their knowledge across the curriculum.
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active now and into the future.
- Promote a positive learning attitude and strong learning behaviours.
- Promote a joy of learning
- Ensure our pupils are confident self-assured individuals who are proud of themselves and of their school
- Pupils who are intrinsically motivated to be successful.
- All pupils at Westroyd will access a full curriculum and will enjoy and achieve without barriers, excuses or limitations.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Pupils in our early years, experience a balance of play-based learning approaches and direct instruction
- How our curriculum is implemented ensures that pupils do more, know more and remember more.

These curriculum aims are underpinned by our values:

Westroyd Principles responsive to our current context	Good to be ME, Good to be Westroyd, Good to be Farsley 
Enjoy	Fun, passion, engaged, hooked, motivated, positivity, happy, interested, physically and emotionally safe, inclusion, self awareness, pride, shining light, self awareness active learners
Achieve	Being and feeling successful, clarity in the learning, grit, determination, perseverance , metacognition, being a learner, knowing how to be a learner, learning behaviours, Celebrating success. Confidence, Positivity. Prepared for next stage on education, consistency and predictability
Believe	Hope, aspiration, inspiration, high expectations, aspirational, set targets, no barriers, no excuses self motivation, ambition, solutions, faith
Together	Inclusion, diversity, celebration of our heritage and cultures, family approach, Pride of self, our community. Friendships, collaboration, learning together, <u>magpieing</u> , TEAM. Belonging mobility

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Each teacher has subject leader responsibility for at least one subject. The intention at Farsley Westroyd is that subject leaders are experts in their subject area. Being knowledgeable not only about the content and distribution of the curriculum content across school and how it builds, but also a level of competence and passion at a mastery level.

## **4. Organisation and planning**

At Farsley Westroyd, we provide a broad and balanced sequential, knowledge-based curriculum that is accessible to ALL children. Our curriculum begins in the Early Years, which is a strong foundation. All future learning builds from the starting point. In this section, you will find information about each subject taught in the school, along with a long-term plan for each year group.

If you would like more details about our curriculum, please do not hesitate to contact the school office. They will direct your enquiry to the appropriate subject leader or senior leader who can provide further information.

We follow the **Statutory Framework for the Early Years Foundation Stage (EYFS)** and adhere to the **Key Stage 1 and Key Stage 2 National Curriculum**. Our curriculum is carefully designed to match our context and develop the knowledge, skills and attitudes, to prepare our pupils for the next stages of their education and make a positive contribution in life now and into the future.

For more information on the National Curriculum, including the framework for Key Stages 1 to 4, please follow the link below:

- [The National Curriculum in England Framework for Key Stages 1 to 4](#)

We are proud of the learning experiences we offer at Farsley Westroyd and are committed to ensuring that all pupils enjoy learning and have the opportunity to achieve their full potential.

### **Westroyd Curriculum Intent Statement**

At Farsley Westroyd Primary School and Nursery, our whole school curriculum is designed to inspire a lifelong love of learning, where each child thoroughly enjoys coming to school, knows how to learn and feels empowered to believe in their own potential without any barriers. We create an inclusive, caring environment that nurtures achievement for all, ensuring every learner can grow academically, socially, and emotionally. By working together, we foster a strong sense of community, encouraging collaboration and shared successes in our learning. We are proud to belong to the Westroyd family and celebrate our achievements boldly. Our aim is for all students to leave as self-assured, confident young people, who not only have the skills and attitude needed to thrive in an ever-changing world but can also make a positive contribution to society both far and wide.

Our golden threads are the principles that we promote through our curriculum.

**Enjoy** – At Westroyd our curriculum is engaging and exciting and relevant to our context. Having fun learning together, supporting each other, and creating a love of learning is at the heart of everything we do.

**Believe** – At Westroyd we believe there is no limit to what can be achieved. For this reason, our curriculum is ambitious and, through our adaptive approaches, encourages all children to be driven and demonstrate grit to overcome barriers, find solutions and stay focused on the goal.

**Achieve** - At Westroyd, we promote positive learning behaviours and encourage our pupils to be self-regulated learners. Our curriculum has explicit learning outcomes across all subjects and this clarity ensures pupils know what they are learning and why, hooking them into the process. Our delivery encourages our pupils to be resourceful-enabled learners, who ask questions and work collaboratively to challenge themselves and others to be successful.

**Together.** At Westroyd, through the curriculum, children are encouraged to explore their own uniqueness and be confident and proud of who they are, which in turn promotes mutual respect. We are a caring, supportive family that embraces our diversity, learns from each other and celebrates our strong collective strength. At Westroyd we are proud to be ourselves, proud to be members of the Westroyd family and proud to be part of the Farsley Community.

### **Farsley Westroyd Implementation**

At Farsley Westroyd Primary School, our curriculum is structured around a knowledge-based framework, designed to facilitate a gradual and coherent build-up of knowledge and skills throughout each child's time with us. Our approach ensures that students have the opportunity to develop their understanding sequentially, with each year building upon the last. This allows children to apply their learning across various contexts, reinforcing their knowledge and skills in practical and diverse situations. How we teach our curriculum is based on what we currently know about cognitive science and what the most effective methods are for the acquisition of knowledge into long-term memory. Repetition, revisiting and retrieval practice are key features. Along with explicit instruction, emphasis on key vocabulary and absolute clarity in the expected outcomes in every lesson. Assessment for Learning is a key feature of teaching in every lesson.

We are committed to aligning our curriculum with our core values: to enjoy learning, achieve together, and believe in their abilities. By integrating these values into our curriculum, we create a learning environment that is not only academically rigorous but also supportive and inspiring. We strive to make learning an enjoyable experience, foster a collaborative atmosphere where students support each other, and instil a strong belief in their own potential.

### **Suitability to Local Needs**

Our curriculum is thoughtfully adapted to reflect the local context of Farsley, as well as the changing dynamics of our school community. As a one-form entry school, we take pride in our deep connection to the local area and its history. We actively incorporate elements of local heritage, geography, and culture into our curriculum, providing students with a sense of belonging and understanding of their environment.

Given that our school is increasingly attracting students from outside Farsley, we continuously adapt our curriculum to ensure it remains relevant and inclusive for all students. This includes embedding local history and community experiences into lessons and providing opportunities for students to engage with their surroundings through local trips and interactions with community members. These experiences are designed to enrich students' understanding and appreciation of their local context, creating meaningful connections between their learning and their community.

### **Subject Design, Delivery, and Sequencing**

Subjects at Farsley Westroyd are meticulously planned to ensure a sequential and incremental approach to learning. We employ a spiral curriculum model, where key concepts, knowledge and skills are revisited and built upon over time. This approach allows students to consolidate their

learning and master essential knowledge through repeated exposure and application in various contexts.

Each subject is structured into small, manageable steps, ensuring that learning is progressively developed and reinforced. By revisiting prior knowledge regularly, we help students retain information and build a deeper understanding of each subject. This methodical sequencing of content supports long-term retention and mastery of the curriculum, providing students with a strong educational foundation. At FarsleyWestroyd we use a number of commercial schemes comprehensively to ensure that there is full coverage. The schemes were chosen because they match our implementation priorities and come with exciting ready-made resources and activities.

Kapow - History, Geography, Design technology, Art and PSHE, MFL

White Rose Maths

Ruth Miskin Read, Write Inc phonics.

Spelling Shed

Developing Experts- Science

Charanga - Music

Teach Computing - Computing.

PE - PE Hub

RE - Locally agreed syllabus

**Interconnected Learning:** At Farsley Westroyd, we teach all subjects in the National Curriculum and each subject has a strong identity with specifically identified subject knowledge to be taught. We ensure there is absolute clarity for the children in what knowledge, skills and vocabulary they are learning at each stage. We know when a child has embedded the knowledge in their long-term memory, when they are able to transfer and apply the knowledge, skills and vocabulary in other subject areas. Each half-term, the context of our English learning is linked to key areas of subject-specific learning. We find that this hooks the children into the theme of learning. At Farsley Westroyd, we carefully constructed our long-term plans, so that the learning is sequential and that the knowledge is taught in a systematic order, which aids the acquisition of knowledge and making those important links.

Our learning is planned so that pupils have plenty of retrieval practice time, both in the short and long term, from the early years to year six, to aid strong acquisition of knowledge. The children's books are their text books and are encouraged to refer back to time and time again.

At the end of units, pupils bring their knowledge together in an application task.

**Experiential learning:** To enhance learning, teachers provide hands-on activities and plan visits and visitors in order to ensure that the learning is experiential, meaningful, enjoyable and memorable. We aim to broaden children's experiences both in and out of the classroom, using the local community as much as possible.

**Motivation:** Our aim is for all pupils to be intrinsically motivated to learn. We have high ambitions for all learners and for everyone to achieve, pupils need to know how to learn and how they as individuals learn best. We expect our pupils to have positive learning behaviours and teach them effective learning strategies. We want them to own their own learning and evaluate their own effectiveness. Key strategies to develop intrinsic motivation. We promote pride in all our learning and love to celebrate success. We use individual rewards to recognise positive learning qualities and in our weekly celebration assembly

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### Curriculum Coverage

- **Relationships and Health Education (Primary Schools):** Our Relationships and Health Education (RHE) curriculum is designed to promote the well-being and personal development of our students. It covers important topics such as emotional health, positive relationships, and healthy lifestyle choices. Lessons are delivered in an age-appropriate manner, following our RHE policy to ensure inclusivity and respect for all students. This curriculum supports children in understanding and managing their emotions and relationships effectively.
- **Spiritual, Moral, Social, and Cultural Development (SMSC):** We place a strong emphasis on SMSC development within our curriculum. Through various activities and experiences, students are encouraged to explore their own beliefs, understand and respect diverse cultures, and develop a sense of responsibility towards others. Our approach is integrated into daily teaching and school life, ensuring that students grow as well-rounded individuals with a strong sense of community and personal values.
- **British Values:** Our curriculum incorporates British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance. These values are embedded in our teaching practices and school ethos, helping students understand their importance and apply them in their interactions with others. We reinforce these values through our school policies and classroom activities, promoting a respectful and inclusive environment.
- **Zones of Regulation:** We explicitly teach our children to identify and share their feelings and teach them how to manage them. A focus is that all staff also engage in sharing their identified emotions at that moment.

By aligning our curriculum with these principles and adapting it to meet local needs, Farsley Westroyd Primary School provides a rich and supportive educational experience. Our approach ensures that students are well-prepared for future learning and equipped with the knowledge, skills, and values necessary to thrive in their academic and personal lives.

## 5. Curriculum Inclusion at Farsley Westroyd Primary School

At Farsley Westroyd Primary School, we are committed to setting high expectations for all our pupils and ensuring that each child is provided with the support and challenge necessary to achieve them. Our approach to teaching is inclusive and tailored to meet the diverse needs of our students, adapting the teaching to ensure that every child has the opportunity to succeed.

### Assessment and Target Setting

Teachers at Farsley Westroyd use a range of assessment methods to understand each pupil's current level of attainment and potential for growth. By setting ambitious targets based on these assessments, we ensure that all pupils are challenged and motivated to excel. We have termly pupil progress meetings, led by the teaching team, to evaluate progress so far and what needs to happen next for a child to be successful. Our approach includes:

- **More Able Pupils:** For pupils who demonstrate higher levels of ability, teachers set challenging targets and provide opportunities for deeper learning and enrichment. This includes broadening the learning, fully exploring the concept, reasoning activities, demonstrative approaches and opportunities for independent projects that push these students to explore subjects in greater depth and breadth.
- **Ensuring all pupils are successful.** We provide targeted support and tailored interventions for pupils who have lower starting points or gaps in knowledge. In whole class teaching, we adapt our teaching using strategies suggested by the educational Endowment Foundation EEF guidance called 5 a day. This includes scaffolding learning, resources, prompts, adapted tasks, peer support. We place a lot of emphasis on practice of basic skills, so that children have a solid knowledge base with knowledge embedded in the long-term memory. Our aim is to help these pupils make significant progress and close any gaps in knowledge.
- **Pupils from Disadvantaged Backgrounds:** Recognising the additional barriers that pupils from disadvantaged backgrounds may face, we implement strategies to ensure they receive equitable access to learning opportunities. This includes providing additional resources, one-on-one support, and interventions aimed at addressing specific challenges they may encounter.
- **Pupils with Special Educational Needs (SEN):** Teachers plan and deliver lessons in a way that ensures pupils with SEND and/or disabilities can engage with the National Curriculum. This includes adapting teaching methods, using assistive technologies, and providing differentiated resources to support their learning. Our SEND policy and information report outlines specific strategies and provisions to ensure that there are no barriers to these pupils achieving their full potential.
- **Pupils with English as an Additional Language (EAL):** For pupils whose first language is not English, we provide additional support to help them develop their English language skills while participating fully in all curriculum areas. This includes targeted language support, the use of visual aids, and language-rich environments. Teachers plan lessons to incorporate strategies that support language development and ensure that pupils who have English as an additional language can access and engage with the curriculum effectively.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## High expectations for ALL

Our commitment to inclusive education means that teachers at Farsley Westroyd plan lessons with the goal of removing barriers to learning for all pupils. This involves:

- **Adapting Curriculum Content:** Teachers adjust the curriculum content and delivery methods to ensure that every pupil, including those with SEN and/or disabilities, can participate in and benefit from every National Curriculum subject. This may involve adapting lesson plans, providing alternative resources, or offering different modes of presentation.
- **Explicit Instruction:** In their teaching, adults are mindful of the language they use, so as not to overload the brain and cause cognitive overload. We say what we need to say and say it clearly and explicitly. This is especially beneficial to learners who may struggle with too much information at once and processing it.
- **Collaborative learning:** Teachers employ a range of strategies to support pupils with different needs, such as structured support, visual aids, interactive activities. However, the impact of collaborative working and supporting peers is beneficial to all.
- **Supportive environments.** With an increasing population of pupils with neuro-diverse needs, we are mindful of the presentation of our classroom environment. We use bland colours and only present the information that is going to help the children in the learning process. This is boldly and explicitly displayed. Our pupils sit in small groups of four, with a mixed ability to promote collaborative thinking and working.
- **Enabling environments:** We want our pupils to be independent and support themselves in the learning process, rather than seeking adult support in the first instance. In our classrooms, they have resources that they can access themselves, and are encouraged to do so. Examples are working walls, visual aids, word cards, phonic mats, using their book to refer back to, knowledge mats.
- **Metacognition:** We actively promote metacognitive strategies to help students develop an awareness of their own learning processes. Teachers encourage pupils to reflect on how they learn best, set personal learning goals, and use self-regulation techniques to monitor their progress. This includes teaching students to plan, monitor, and evaluate their own work, which helps them become more independent learners and enhances their ability to tackle challenging tasks with confidence.
- **Recognising and celebrating success:** Our aim is for all pupils to be intrinsically motivated. This can only be achieved with a combination of strategies. Teaching pupils how to be self-regulated learners and to respond to assessments for learning strategies are key methods. At Farsley Westroyd we are never shy about celebrating our success, both in and out of school, however big or small. Being proud of ourselves, our school and our community are key attributes of a Westroyd pupil.

By setting high expectations, no excuses, no barriers and a culture of believing there are no limits to what can be achieved, every pupil will be successful at Farsley Westroyd.

## 6. Monitoring Arrangements at Farsley Westroyd Primary School

### Governance Monitoring

At Farsley Westroyd Primary School, our governors play a crucial role in overseeing the coverage of National Curriculum subjects and ensuring compliance with statutory requirements. They utilise a range of methods to effectively monitor and evaluate the quality of education provided:

- **School Visits:** Governors conduct regular visits to the school to observe lessons, interact with staff and students, and gain first hand insights into the school's operations and the implementation of the curriculum. These visits provide valuable context and help governors assess the effectiveness of teaching and learning.
- **Meetings with the School Council:** Governors meet with the School Council to gather feedback from students about their learning experiences. These meetings offer insights into student perspectives on curriculum coverage and engagement, helping to inform governance decisions.
- **Observations and Learning Walks:** Governors participate in or are informed about observations and learning walks conducted across the school. These activities involve walking through classrooms and observing teaching practices and student interactions, which helps ensure that the curriculum is being delivered consistently and effectively.
- **Reports and Data Analysis:** Governors review reports and data related to curriculum coverage and statutory compliance. This includes evaluating performance data, monitoring progress against targets, and ensuring that all statutory requirements are met.
- **Pupil Voice:** Governors actively seek pupil voice through structured activities such as focus groups. This engagement helps them gather direct feedback from students about their learning experiences and perceptions of the curriculum. Insights from pupil voice contribute to informed decision-making and ensure that the curriculum remains responsive to the needs and interests of the student body.

### Subject and Curriculum Monitoring

Heads of Department, Subject Leaders, and Curriculum Leaders at Farsley Westroyd are responsible for monitoring the delivery of their subjects to ensure high standards and effective teaching throughout the school. They employ various methods to support and enhance the quality of education:

- **Planning Reviews:** Leaders review and assess lesson plans and curriculum documents to ensure that they align with the intended learning outcomes and national standards. This process helps verify that planning is thorough and that all necessary content is covered.
- **Learning Walks:** Subject leaders conduct learning walks, where they visit classrooms to observe teaching and learning in action. These walks allow them to see how their subject is being taught across different year groups and to identify areas for improvement or share best practices.

- **Book Scrutiny:** Leaders examine students' workbooks and assignments to assess the quality of work, consistency in marking, and the progression of skills and knowledge. This review helps ensure that students are receiving appropriate feedback and that their work reflects the curriculum objectives.
- **Feedback and Reflection:** Leaders collect feedback from teachers about the implementation of the curriculum and any challenges faced. They use this feedback to make informed decisions about necessary adjustments and improvements.
- **Professional Development:** Leaders organise and participate in professional development opportunities to support teachers in delivering high-quality lessons. This includes training on new strategies, resources, and subject-specific updates to enhance teaching practices.
- **Pupil voice:** Subject leaders incorporate pupil voice into their monitoring processes by conducting student interviews and focus groups specific to their subjects. This allows them to understand students' experiences with the subject content, identify areas where students may need additional support, and adjust teaching strategies to enhance engagement and learning outcomes based on student feedback.

By utilising these monitoring arrangements, both governors and subject leaders at Farsley Westroyd Primary School work collaboratively to ensure that the curriculum is effectively implemented, meets statutory requirements, and provides a high standard of education for all students.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Schools with early years provision only: EYFS policy
- Assessment policy
- Non-examination assessment policy
- SEN policy and information report
- Equality information and objectives
- Relationship and Sex Education Policy
- PSHE Policy
- Subject specific policies
- Health and Safety policy

Delete any policies from this list that do not apply in your setting, and add any other linked policies that you have – for example, pupil premium, more able (or gifted and talented), relationships and sex education.