



Curriculum Policy

This policy applies all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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Curriculum Policy

This policy applies to all pupils in the school, including in the EYFS.

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils.

Whitehall Park School keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools.

Whitehall Park School has a responsibility to keep abreast of national issues, our subject coordinators are committed to reviewing the government's revised National Curriculum and follow the core elements of the National Curriculum. As a Free School, Whitehall Park School has the flexibility to adapt elements of the National Curriculum. The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school. The school will fulfill the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4 to 11 years old. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in EYFS handbook. Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extra-curricular pursuits, to helping pupils to understand how to stay safe and promotes the welfare and safeguarding of children at all times.

Aims of the curriculum:

We believe in a broad and balanced curriculum, delivered in innovative ways to excite and engage children and we believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus. Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. It offers a robust understanding of safeguarding through the comprehensive PSHCEE and e-safety programmes. We aim high for all our children and encourage them to do the same.

Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning
- Promotes a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- Enables children to be creative and to develop their own thinking;
- Enables all children to learn and develop their skills to the best of their ability;
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- Is flexible enough to respond to change and incorporates innovation as appropriate
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalized ways.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Enables children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Teaches children to have an awareness of their own spiritual development, and to understand right from wrong;
- Helps children understand Britain's cultural heritage;
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum (these can be found on our website at <http://www.whitehallparkschool.co.uk/value-ethos/>)

Curriculum

Phonics

We use the Little Wandle. (LW) programme to support the teaching of Reading and writing, giving children a flying start with their literacy learning. LW is a method of learning centered round letter sounds and phonics, and we use it to aid children in their reading and writing.

In phonic sessions children are taught to recognize letters, understand the sound they make and then blend them together to create words. Some words, which cannot be phonetically sounded out, are taught at each phase. These are 'tricky words' and are taught through sight recognition.

Children continue to apply their new knowledge of phonics, through regular interactive reading of texts with the teacher and their reading partner during the school day.

Oracy remains central to the teaching and understanding of reading, as children continue to extend their comprehension skills. During this crucial stage, great emphasis is placed on teaching children to use their growing knowledge of phonics and sight words to encourage them to read and write with increasing accuracy whilst developing their understanding of the writing process.

In 2012 a statutory check was introduced in Year 1. The check assesses phonics knowledge learnt in Reception and in Year 1. It was developed to help identify the children who need extra help with decoding and blending before they begin Year 2.

Maths

We follow a similar model to the Singapore Maths teaching model. This approach focuses on teaching pupils to learn and master mathematical concepts at greater detail as well as having them learn these concepts using a three-step learning process. These three steps are: concrete, pictorial and abstract.



In the concrete step, pupils engage in hands-on learning experiences using concrete objects such as counters, dice, multilink, etc.

The next step is drawing pictorial representations of mathematical concepts.

Pupils then solve mathematical problems in an abstract way by using numbers and symbols.

English

At Whitehall Park School we use Talk for Writing as our approach to teaching English, this strategy fits in extremely well with our thematic curriculum approach. Children are immersed in the chosen text and explore language, characters, setting and structure through role play, story maps, recounts and original adaptations.



Texts are carefully selected to ensure they not only complement the half terms theme, but also add to it; this could be by giving the class extra information allowing the pupils knowledge and understanding of the subject to deepen or looking at a new text genre, enabling the children to become more familiar with a new writing style.

The Talk for Writing approach has been developed by Pie Corbett who says, “If children learn stories orally, it improves the quality of their writing and develops the children’s self-confidence as story tellers. If a child knows a story really well, it makes the task of writing easier because they do not have to compose at the same time as tackling handwriting, spelling and punctuation.”

British Values at Whitehall Park

It is ours, and every school’s responsibility “to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those of different faiths and beliefs.”

At Whitehall Park School, we recognize the importance of this as part of our vision to ensure our children are good, responsible citizens. The teaching of these values is both implicit, through the way we, as staff, model behavior and praise it in the children, and explicit through specific lessons that explore what British values mean, through our PSHE curriculum and circle times, many cross curricular links and in our assemblies.

According to Ofsted, 'fundamental British values' are:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.



School Values at Whitehall Park

Following our discussions with children and families, we have launched our own Whitehall Park core values. We promote and teach these values to our pupils alongside the British Values to ensure they develop the skills to be good citizens now and in the future.

Each half term we will lead a special values Assembly focusing on that half terms value. Teachers and staff will be promoting these values and embedding them into school life. At the end of each half term we will have another Values assembly where we invite families along and we celebrate children who we feel have really embraced that value.

The values we have chosen are:



OUR VALUES	Respectful	Compassionate	Innovative	Independent	Resilient	Aspirational
	Whitehall Park children show respect and tolerance for everyone in our community. We respect ourselves and others alike. We value what others say and do, even if they are different from us. We take care of ourselves, friends, families, community and our environment. We show our strengths and work cooperatively, making a contribution and allowing others to do the same.	Whitehall Park children have the ability to put themselves in someone else's shoes and experience what they experience. They display kindness through their thoughts, words and actions. They help others and understand that compassion and kindness needs to be shown to all. Through these acts they develop positive relationships with others throughout their communities.	Whitehall Park children enjoy finding new ways to do things, they are not afraid to be unique or individual and express themselves in a variety of different ways. We celebrate our individual talents and let our strengths inspire ourselves and others. We understand that innovation can come from a range of talents and we embrace	Whitehall Park children are ready to learn. We try to solve problems ourselves in different ways before asking for help. They take charge of their own learning and develop the skills to have more autonomy and control over their learning. They learn from others and work collaboratively. They become reflective learners and are able to make decisions about that will help them achieve their next steps in school and out.	Whitehall Park children never give up, even when faced with a challenge. We learn from our mistakes and see them as opportunities to extend our learning. We try to solve our problems before seeking advice and guidance. We learn to manage distractions and reduce interruptions	Whitehall Park children dream, of achieving without limits. They keep on trying. Our children persevere when faced with challenges. We are confident to take risks. We always try our hardest in everything we do.
	I can look after property	I can be a good friend?	I am good at...	I can dress myself	If I am stuck I can try it another way	What do I want to be better at?
	1 What do I love about myself?	How are we all different and how are we the same?	What is unique about me?	I know what to do when I get stuck	I can try to solve my problem first before I ask for help	When I'm older I would like to be...
	2 What can I learn from my friends?	Helping others	What am I good at and what can I do to improve it?	I know what my next steps are and how they are going to help me learn.	I can manage distractions	Setting and Meeting a challenge
	3 I know how I can take care of my family and friends	Where are you from and what are your traditions?	I am inspired by...	I can set targets for myself	I know how to manage my own frustrations	People who have shown ambition (local focus)
	4 I know how I can look after my community and environment.	They are different to me and I'd like to find out more about them...	Inventions	What can I learn from others?	I can learn from my mistakes and see them as opportunities to extend our learning.	Who do I admire and why?
5	How can I make an impact in my school	When is it difficult to act Compassionately?	Solving one of the school's problems	I know how I can help other children in Whitehall Park.	I can manage distractions and reduce interruptions	When I'm older I would like to be...
6	I know how I can make an impact in my community and how I can help.	Understanding the impact of intolerance through history.	Organising a celebration of talents.	I can reflect upon my time here at Whitehall Park and plan my next steps to success	Who am I and what are my strengths? How will they help me move forward?	People who have shown ambition (global focus)/ My Aspirations and Ambitions for the future.

MFL

Here at Whitehall Park School we have chosen to teach our children Spanish. Although this is not compulsory in KS1 we follow the Little Languages Scheme of Work. We also discretely introduce our children to Spanish in EYFS and Year 1 through songs and games.

The children in KS2 are formally assessed in Spanish at the end of each term and follow the Little Languages Scheme of Work, which follows the objectives set out in the National Curriculum.

We have broken down the objectives set out in the National Curriculum (Lower Key Stage 2) into individual year groups to ensure a progression of skills. Please see the table below.

	Year 3	Year 4
Speaking and Listening	He/she can listen to and respond to simple rhymes, stories and songs.	He/she can take part in brief prepared tasks of at least two or three exchanges, using visual or other cues to help them initiate and respond.
	He/she can recognise and respond to sound patterns and words.	He/she can memorise and present a short spoken text.
	He/she can respond to topic related questions with a simple answer.	He/she can identify and note the main points of a short spoken passage.
	He/she can understand instructions, everyday classroom language and praise words.	He/she can use mainly memorised language, or can occasionally substitute items of vocabulary to vary questions or statements.
	He/she can use short phrases to express personal responses for example, likes, dislikes and feelings.	He/she can use generally accurate pronunciation when reading aloud or using familiar words or phrases.
Reading	He/she can use a bilingual dictionary or glossary to look up new words.	He/she can understand short texts and dialogues, made up of familiar language, printed in books or word processed.
	He/she can use sounds to help identify written words.	He/she can read aloud a familiar sentence, rhyme or poem.
Writing	He/she can write words and short phrases from memory with comprehensible spelling.	He/she can write two or three short sentences on familiar topics, using aids for example, textbooks, wall charts.
		He/she is beginning to use his/her knowledge of grammar to adapt and substitute single words and phrases in written work.

ICT

The **Foundation Stage** follows the 'Development Matters in the Early Years Foundation Stage' non-statutory guidelines in terms of what should be achieved.

Once a term a class (KS1) will work on completing one or two units of work based on the Discovery Education Schemes of Work. The study will last for half a term (see whole school overview).

RE/PSHE and SRE

For RE we follow the Islington SoW and the Jigsaw programme for PSHE and SRE for all of these subjects, please see individual subject policies for further information.

Foundation Stage (Age 2 – 5 yrs.)

Pupils have a broad program of study, based on the reviewed EYFS Framework (Sept 2014), which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that

- Children develop the characteristics of effective learning including, Playing and Exploring, Active Learning, and Creating and Thinking Critically
- There is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes music, Spanish and physical education.

Key Stages One and Two

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalized learning, both independently and collaboratively. Pupils learn the following subjects:

Academic - English, mathematics, science,
Linguistic –Spanish
Human and Social - history, geography, religious education
Aesthetic and creative education - art, music, dance, drama
Life Skills – general studies, personal education and personal, social, health and citizenship education,
Physical – Individual and Team Sports, Gymnastics, Clubs
Technological - ICT, design and technology

Equal Opportunities and Safeguarding:

The curriculum at Whitehall Park School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we follow the guidance in a number of linked policies such as our Teaching and Learning Policy, Inclusion Policy, SEND Policy, and a policy for gifted and talented pupils to ensure the needs of all learners are met.

Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day to day practice as part of our broad and balanced curriculum offer. Our PSHE lead oversees this.

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Sex and relationships education is provided as appropriate for the pupils' ages and

stages of development and in line with statutory guidance effective September 2020. The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, integrity, generosity, and honesty. Further details can be found in the Sex and Relationships Education Policy (RSE) ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (eg citizenship, science, computing and PE).

Pupil Progress and Assessment:

Pupil progress meetings held every half term to help to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators. Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCo for further investigation into their needs. Where specific needs are identified and can be met with 'reasonable adjustment' by the school there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

In EYFS the school will assess according to the statutory Early Years Profile of the Early Years Profile is provided to parents and Islington Local Authority on request.

English as an Additional Language (EAL):

We maintain an EAL register, which is updated annually. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered to be fluent in English. Our annual cohort composition, determines what extra facilities and activities we will incorporate into our classrooms and environments.

We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from EYFS through Year 6. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

Further Information:

Further detailed information on the subjects taught in each year group can be found in the core subject policies, EYFS handbook, SEND policy, Safeguarding policy and in the Parent Handbook, which is available for download from the school website, or a copy may be requested from the school office.