



Dulwich Wood

My world, your world, our world

Curriculum Policy – Dulwich Wood Primary School

How do we teach?

We want the time children spend at Dulwich Wood to be a time that excites them about learning – giving them constant challenges and stimulus to explore new ideas and learn new skills in a way that will ensure they achieve highly and inspire them to seek out new learning all their lives.

We know that it is imperative for children to be involved in deciding what should be learnt by raising their own questions for exploration rather than just being presented with pre-digested knowledge by teachers. Children need to be engaged in research that they understand the purpose of and invest interest in. In this way children will learn how to be responsible for their own learning and ideas and will experience the satisfaction and delight of meeting new challenges and becoming ever more successful learners.

Children must have opportunities and time to combine and recombine knowledge and ideas in order to create their own hypotheses within contexts that stimulate the imagination and are relevant to the children's lives and are, therefore, immediately engaging and sensible.

Building Learning Power

In every lesson we will encourage, model and teach children to use Building Learning Power (BLP) learning tools independently so they can:

- Take risks with their learning
- Raise questions
- Collaborate
- Empathise
- Be motivated
- Persevere
- Reflect
- Plan how they will tackle their work therefore be able to organise their own learning and have these skills for life

Building Learning Power – what does it do? It:

- ensures that all children experience stimulating and relevant learning experiences that motivate them to succeed.
- encourages a love of and a desire to engage in learning
- builds on pupils' strengths, interests and experiences and develop their confidence in their capacity to learn and work independently and collaboratively.
- equips children with the essential learning skills of literacy, numeracy and information and communication technology.
- promotes an enquiring mind and capacity to think rationally.
- contributes to the development of pupils' sense of identity through knowledge and understanding of the spiritual, moral, social, emotional and cultural aspects of learning
- aims to pass on enduring values, develop pupils' integrity and autonomy and help them to be responsible and caring citizens capable of contributing to the development of a just society.

Children's self-esteem and social, emotional and physical well-being are essential requisites for successful learners. We aim to promote these through what is taught and how it is taught and help children form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others. Children's contributions and successes are valued and celebrated.

Assessment For Learning (AFL)

At Dulwich Wood Primary School, we believe in making children partners in their own learning by promoting Assessment for Learning strategies.

Assessment For Learning strategies include:

The strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.

Effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

Peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

Student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

The formative use of summative assessment

Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event.

What we teach

The Curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum (Sept 2014), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and are expected to behave.

We teach the skills required both through discrete subject based lessons and also through a Creative Curriculum which incorporates the Art, Design Technology, Computing, History and Geography content from the National Curriculum.

Science, Music, RE, PSHCE and PE are still taught largely as discrete subjects except where there is a correlation with the current theme in the Creative Curriculum.



The *Curriculum Overview Map* ensures that children get their full entitlement to the curriculum over the course of their time in our school. This is reviewed on an annual basis.

We take our medium-term planning for English directly from guidance in the National Curriculum but it is supported by the schemes of work produced in partnership with 'The Literacy Tree' a consultancy that works in schools across the UK.

For Maths we use a skills continuum developed at Dulwich Wood to form the scheme of work, as well as following Southwark's medium term maths plan for each Year group.

For Science we base our lessons on the new national curriculum content but use the Rising Stars scheme to support teachers in their planning

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning for the 17 areas of learning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Early Learning Goals of the National Curriculum, and there is planned progression in all curriculum areas. There are also frequent opportunities for child-initiated learning in the Foundation Stage.

Modern Foreign Languages



The main aim of teaching MFL is to develop children's linguistic competence. Spanish is the second most widely spoken language in the world so we felt it appropriate to focus on Spanish. Years 3 to 6 receive a discreet Spanish lesson each week taught by native speakers. Lessons are regular and frequent so that previously learnt language can be reinforced and so that pupils can make good progress. Foundation Stage pupils also get informal opportunities to learn key Spanish Vocabulary, through songs, games and stories from native speakers.

The teaching of MFL at Key Stage 2 offers opportunities for children to become increasingly familiar with the sounds and written form of a modern foreign language. It also increases their cultural awareness by learning about different countries and their people, and working with materials from those countries and communities. The lessons form a sound basis for further study at Key Stage 3 and beyond.

Music

Music is a unique way of communicating that can inspire and motivate children. We make music an enjoyable learning experience and are supported by Southwark Music services to achieve this. Each week children are offered opportunities to sing in whole school assemblies, in class groups with a specialist music teacher, as well as the opportunity to play a range of percussion instruments. They are encouraged to sing with good posture, a sense of pitch, timing, and, more importantly, with enthusiasm.



We encourage children to participate in a variety of musical activities through which we aim to build up the confidence of all children. In addition to class activities, the children are given wider opportunities to develop the skills of performing, composing and appreciating music. Each year children perform a show and as well as taking part in assemblies.

To encourage children to play musical instruments we offer after school drumming and recorder clubs.

Physical Education

Each year group covers different areas of P.E. over the six terms. These range from gymnastics and dance, where each unit builds on the unit from the previous year, to invasion games, net and wall games, and athletics which are 'stand-alone' units and allow the teacher to choose the sports played whilst building on general skills pertinent to each area of P.E. At some stage in Key Stage 2, the children undertake a course of swimming lessons. We use a PE specialist to teach some lessons as well as the 'Real PE' scheme when teachers are delivering their own PE lessons.

In KS2, Knowledge and Understanding of Fitness and Health is a major element of sports teaching and learning, enabling children to realise that exercise is necessary for a healthy lifestyle.

Personal, Social, Health Citizenship Education (PSHCE)



PSHE and Citizenship is taught regularly in each class in 'Circle Time'. The SEALs programme forms the foundation of PSHE / Citizenship planning. SEALs assemblies are used at the start of each term to introduce the topic to the whole school.

The embedded structure of PSHE/Citizenship lessons ensure that the teacher follows a familiar structure and the children are used to sharing their thoughts and feelings.

Religious Education

We follow the locally agreed syllabus for our teaching of religious education. As part of the curriculum, Religious Education also promotes the 'spiritual, moral, cultural, mental and physical developments of pupils'. In Key Stage 2 there is a coherent approach to religions, including influence on daily life, studied with questions as the central focus for every lesson taught throughout the school.

We use personal accounts of our children's faiths, visits from local religious leaders and visits to religious buildings to aid the children's learning in religious education.



Children with Special Educational Needs

The curriculum in our school is designed to be inclusive, we aim to provide access and opportunity for all children who attend the school. If a child has special educational needs, our school does all it can to meet these individual needs within the classroom.

If a child displays signs of having special needs, his / her teacher raises concerns with the SENCO who arranges appropriate assessment. In most instances, with support from the SENCO, the teacher is able to provide resources and educational opportunities which meet the child's needs. If a child's need is more severe, we contact the Early Help Team in Southwark for advice and support. We would then involve the appropriate external agencies and our Educational Psychologist.

The school provides an Individual Education Plan (IEP) for each of the children who are on the Special Needs Register. This sets out the nature of the special needs, and outlines how the school will aim to address the need. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

Our curriculum focuses on the 'Child Development Matters' document published in September 2012.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years' class builds on the experiences of the children in their pre-school learning, using evidence from their Profiles.

We work to build positive partnerships with the variety of nurseries and other pre-school providers in the area providing a smooth transition for Reception Pupils entering the school.

