

Windsor Park C of E Middle School Curriculum Statement

At Windsor Park C of E Middle School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to ensure students' **'learn for life'** whilst ensuring **our School is a place of endeavour, teamwork, friendship and laughter; where our shared Christian values unite us.**

At Windsor Park C of E Middle School we aim for our children to:

- Develop inquisitive minds, a spirit of curiosity and a passion for learning
- Be equipped with the skills to fully participate in an ever changing world
- Be respectful and productive members of the community
- Have high expectations and self-belief to enable them to fulfil their potential
- Reflect on their learning and seek to extend themselves mentally, physically and spiritually
- Uphold the Christian ethos of the school whilst respecting their own cultures and beliefs and those of other people
- Persevere and learn from their mistakes
- Develop an understanding and respect for the environment and God's creation
- Have the courage and confidence to take calculated risks

This is the philosophy of how we want to work and learn.

- We value education in its widest sense; building on our history, making the most of today in order that we can make even more of tomorrow and the days, weeks, months and years that lie ahead. This is 'Learning for Life.'
- We reinforce the values and beliefs that will make our children good people; kind, honest and courageous.
- Our commitment and energy is unlimited and unbounded. We encourage and nurture curiosity, authenticity, creativity and compassion. At Windsor Park learning is not a spectator sport!
- It is the genuine quality of our relationships that really matter; this cannot be gauged by a simple statistic. We care deeply about the children's wellbeing, their happiness and fulfilment.
- Our children approach the world with a deep sense of integrity and responsibility. They are also great fun to be with.

These aims; these values; underpin all of the learning that takes place in our school.

• **Collective Worship**

As a church school, collective worship at Windsor Park C of E Middle School is an integral part of school life. It creates, nurtures and sustains a sense of community and creates an opportunity to bring to life the core values of the school and local area. Each half term we focus on one worship theme, allowing us to come together, celebrate children's achievements and provide an opportunity for students to reflect. Our close relationship with St. Mary's Church provides children with another regular link to the Christian faith. Students are involved in various services at the church throughout the year.

• **Religious Education (RE)**

At Windsor Park C of E Middle School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to students of all ages.

• **English**

At Windsor Park C of E Middle School we use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We believe that developing a love of our language in our children is vital in achieving success at school and later in life.

The exploration and enjoyment of the English language is our priority and we value all its aspects – speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

• **Speaking and Listening**

Talking is fundamental to learning. Students are encouraged to speak clearly, confidently and with expression in order to state their ideas and opinions.

Just as important is the need to listen carefully to others and respond in appropriate ways. At Windsor Park C of E Middle School, students are given opportunities in all areas of the curriculum to develop their speaking and listening skills, in paired, group or whole class situations. Therefore, role play and drama activities are intrinsic elements of speaking and listening across the school.

• **Reading**

Children who read for pleasure gain a richer vocabulary, more knowledge, and critical thinking skills and become independent learners. Guided Reading is an important part of our curriculum. Children work in focused groups to develop their reading skills and their understanding of texts.

We provide children with rich reading experiences within English lessons and encourage them to appreciate the author's use of language and writing techniques in order to develop their own writing skills.

Our children take part in our Accelerated Reader programme at least 3 times a week. As they go through the school, they are given more responsibility for making their own reading choices from the excellent resources we have in school. Our well stocked library is open throughout the day for children to choose their books.

- **Spelling**

We place great value on the importance of accurate spelling. A structured programme of spelling extends across the whole school.

- **Writing**

At Windsor Park C of E Middle School we aim for children to be independent writers. We encourage them to write clearly and with confidence in any given genre. We teach them to use punctuation and grammar accurately, to be able to proofread their own work and make amendments and improvements. We give children a wide range of opportunities in which to develop their writing skills and display work of which they are proud.

Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue reading and writing throughout their lives.

- **Mathematics**

Our mathematics curriculum equips students with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

Students develop their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They are taught mental calculation strategies. Additionally they learn about shape and space, through practical activity which builds on their understanding. They develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

- **Science**

We offer a broad and balanced curriculum across Key Stage 2 and 3 incorporating how science works and its relevance to the world we live in. Each year students will cover six topics. During Key Stage 2 students will be assessed at the end of each topic.

Assessment at Key Stage 3 consists of a task to be completed in lessons and an end of topic test. Throughout all topics students participate in a wide range of practical investigations and skills.

- **Art**

The fundamental aim of the Art department is to raise standards by helping students to develop an enquiring mind and the technical skills to express themselves confidently, creatively; with feelings and imagination. The Arts are the best areas of

the curriculum to lead this approach and the skills students learn here can be applied to all their other studies and to the rest of their lives.

By providing a broad range of quality teaching and learning experiences in Art we seek to raise student aspirations, confidence, self-belief and achievement.

Our aim is to lead in good practice and to provide a rich and diverse range of artistic opportunities in Creative, Visual and practical education which is shared and celebrated both across the curriculum and in our school community.

We believe that the study of the practices, techniques, ideas and work of artists, photographers, animators and all other art forms will open an exciting world for all students.

• **Design Technology**

Design and Technology provides our children with an opportunity to tackle problems of a practical nature. The cross curricular nature of Design and Technology offers a setting for the children to apply knowledge and skills from a number of other subjects including art, language, maths and science. Skills are developed using tools and machines in designing and making artefacts and food products with an emphasis on healthy living. Working with a variety of materials aims to help children learn important life skills. Children learn independently and in groups, learning to co-operate, plan, design and make and evaluate their work. They learn to make their own decisions with help and encouragement.

• **Geography** develops children's knowledge and understanding of people and places. At Windsor Park C of E Middle School, we learn about the wider world as well as local areas, looking at the physical, social and economic issues surrounding each case study. Children learn many vital skills including asking geographical questions as well as analysing and evaluating societies and physical features. This gives students a greater understanding about their surroundings and the wider world. Through studying many current and relevant topics including Climate Change and Sustainability they gain understanding of how Geography is relevant to them and plays a huge part in their lives.

• **History**

At Windsor Park C of E Middle School we view History as a great deal more than learning facts. We see it as an opportunity to develop skills of enquiry and questioning; to become open minded "historical detectives" and explore the past in an exciting way. We provide enrichment opportunities with class visits, workshops and visiting experts to give life to the past. Through learning about the past children are able to understand the present by make comparisons and discovering how and why things have changed. They learn about people and events in the past, in Britain and the wider world, and realise that these have influenced our lives today. Children are taught how to investigate and record their findings in interesting and creative ways including writing, art, drama and computing.

• **Learning for Life (PSHCEE)**

Learning for life is a carefully planned programme of learning opportunities and experiences that enable children and young people to grow and develop as individuals and as valuable members of families and of social and economic communities.

Learning for life provides children and young people with knowledge, understanding, attitudes and practical skills to live healthy, safe, productive, fulfilled, capable and responsible lives. It inspires them to be enterprising and supports them in making effective transitions, positive learning and career choices and in managing their finances effectively. It gives children and young people the skills to reflect on and analyse their own values and equips them to face difficult and sometimes conflicting attitudes they may face in the future.

Through the Learning for Life curriculum students also learn to appreciate diversity and differences between individuals, both at home and worldwide. This in turn helps students to develop mutual respect and tolerance for each other and it supports the learning skills for life.

As a school we promote British values through:

Democracy – is promoted through the Senior Student Leadership Team (SSLT), a student council, student questionnaires and student voice forums.

The rule of law - visits from authorities such as the police and fire services, and reinforce the importance of the rule of law.

Individual liberty - is taught through e-safety and Learning for Life lessons that advise students how to exercise their rights and personal freedoms safely.

Mutual respect - The school ethos, behaviour policy and classroom/learning rules revolve around 'respect'; as a core value, and discussions and assemblies focus on what respect means and how it is shown.

Tolerance of those of different faiths and beliefs - A focus for each term promotes strong Christian values and permeates the school community.

• Social Moral Spiritual Cultural (SMSC)

Our mission statement 'Learning for Life' exemplifies our attitude and approach to the importance of the development of all aspects of SMSC. We champion and firmly believe in a holistic education, experience and curriculum that ensures that our students are 'rounded and grounded'. We recognise that the development of students, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve but in their ability to relate fully to and have the ability to access the world they live in. We therefore aim to provide an education that provides children with opportunities to explore and develop their own values, whilst recognising that those of others may differ. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our subject and wider curriculum.

All curriculum areas have a contribution to a child's spiritual, moral, social and cultural development and opportunities for this will be planned in each area of the curriculum. Belief values, principles and spirituality will be explored across the curriculum. The integrity and spirituality of faith backgrounds will be respected and explored. The diversity of spiritual traditions will be recognised, and students will be given access to alternative views.

All adults at Windsor Park model and promote socially responsible behaviour, treating all people as valuable individuals and showing respect for students and their families and stakeholders. Children should learn to differentiate between right and wrong in as far as their actions affect other people. They will be encouraged to value themselves and others.

Children should understand their rights and accept their responsibilities and the need to respect the rights of others. School and classroom charters promote responsible behaviour. All curriculum areas seek to use illustrations and examples drawn from as wide a range of cultural contexts as possible. This is reflected in the teacher's planning and learning resources.

• **Sex and Relationship Education**

We follow our sex and relationship education policy which has been written in accordance with national support information.

• **Physical Education (P.E.)**

Physical Education develops children's physical skills, confidence, capabilities and potential. It gives opportunities for children to be creative and competitive while learning to work with and respect others. At Windsor Park C of E Middle School children learn how to plan, demonstrate; develop; evaluate and improve performance, helping them to enhance the quality and effectiveness of their work. We promote a positive attitude towards healthy and active lifestyles, aiming to introduce; encourage and embed the importance of lifelong physical activity.

In year 5, 6, 7 and 8 all children are taught for 2 hours 20 minutes per week by specialist PE teachers.

• **Special Educational Needs**

The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and differentiation. The work for some children is supported by the SEND team and IEPs are used by teachers as part of their daily planning. Additional support and intervention is provided for identified groups and individuals. Children with statements of special education needs are supported in accordance with their statements.

• **Computer Science**

We aim for the children to confidently and independently use and apply information technology skills to support and extend their learning. We develop a culture where

the use of computing becomes second nature to our students, thus ensuring they are ready and able to embrace the technological advances of the future.

The children learn how to navigate the Internet safely and communicate through emails. They use a range of equipment and have access a wide variety of software. Our children are taught how to access information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs.

The children and parents sign a user agreement to ensure that iPads are used safely and this is reinforced throughout their time in school.

• **Music**

Music is taught throughout the school as a class subject by a specialist. The aim is to develop each child's musical potential giving opportunities for self-expression and creativity.

Instrumental tuition is available to those children in Key Stage 2/3 who wish to take advantage of it. The children are taught individually or in small groups and parents are required to meet the cost. Children who play instruments are encouraged to utilise their skill in school by playing for assemblies. We have a variety of thriving musical groups and a well-established choir who take part in concerts throughout the year.

• **Modern Foreign Languages (French)**

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. At Windsor Park C of E Middle School we teach French from Year 5 onwards the children enjoy 'playing with language' and use it in a range of situations. The older children learn to speak in full sentences and write French exploring past present and future tenses. They are encouraged to write extended pieces of work in French.

• **Curriculum Enhancement**

The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each half term. Each year there is the opportunity for the children to enjoy some form of theatre experience.

There are opportunities for the children to take responsibilities within their class and the whole school. Each class has children who have monitor roles and across the whole school children can be a part of the School Council, Student Leadership Team, Peer Councillors, Peer Mentors, House Captains, Librarians and Sports Captains.

• **Extended School opportunities**

The school offers a variety of clubs for children to participate in during and after school. These include football, gymnastics, rugby, table tennis, circus skills, computer club, basketball, netball, cricket and choir.

- **The Role of the Governing Body**

The governing body must consider and agree policies, and monitor and review their implementation. They receive an annual report from the Head teacher and need to consider the impact of the curriculum on various groups of learners within the school.

- **The Role of the Headteacher**

The Headteacher completes the Curriculum Statement each year for consideration of the Quality and Standards Committee. The Head teacher, Senior Leadership Team and curriculum leaders monitor the provision of the curriculum by lesson observation, work scrutiny, planning scrutiny and feedback from students. The Head teacher reports to the Governing body on standards within the school.

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