



Walkwood

Church of England  Middle School

Curriculum Policy

Governing Body Committee responsible:	Teaching, Learning and Curriculum
Approval granted: 7 April 2025	Review date: Spring 2027



Our Vision:

In our inclusive community,
Each valued individual is taught self-belief
We are resilient and optimistic,
Caring for ourselves and our peers.
We are Children of God, with hope,
Awe and wonder in our hearts.

Our Bible verse:

Be kind to one another, tender-hearted, forgiving one another, as God in Christ forgave you. *Ephesians 4:32*

Respect - Believe - Succeed

Our Values

Respect – Friendship - Honesty - Kindness



Introduction

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

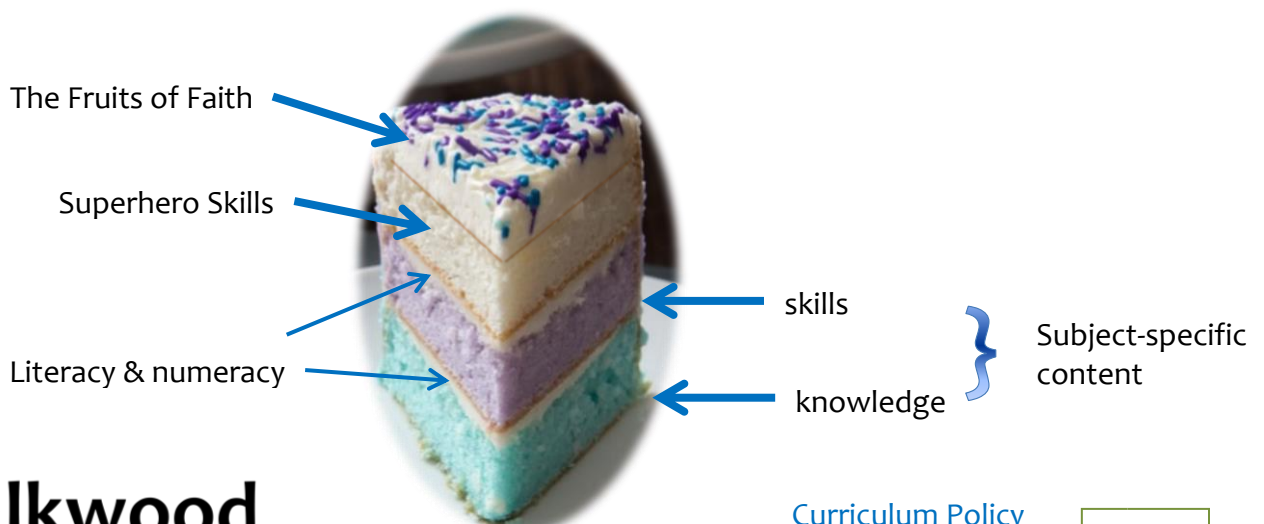
Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk imaginatively and expressively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

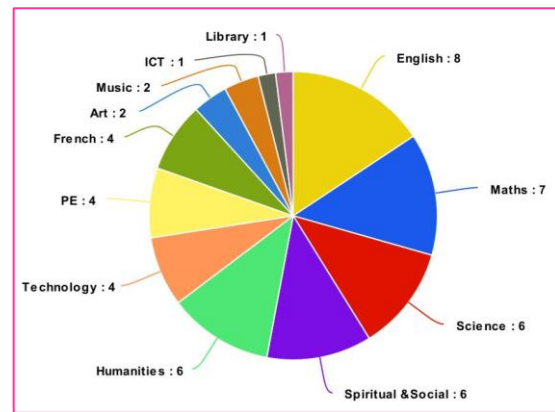
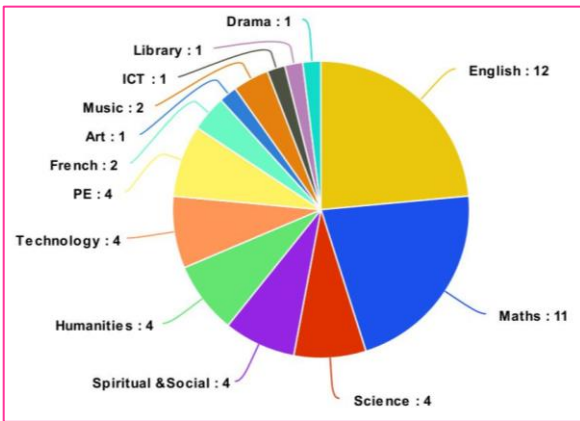
The school supports all pupils to develop and demonstrate a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. The development of character is a significant part of the school's work.

The school actively promotes its core values – Kindness, Honesty, Respect and Friendship – doing so through the curriculum as well as through daily Collective Worship. 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 of knowledge and skills.
- 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.





Years 5 and 6		Years 7 and 8	
Subject	Lessons per fortnight	Subject	Lessons
English	13	English	8
Mathematics	13	Mathematics	8
Science	4	Science	6
RE	2	RE	2
History	2	History	3
Geography	2	Geography	3
PSHE	2	PSHE	2
Art	2	Art	2
Physical Education	4	Physical Education	4
Design Technology	2	Design Technology	2
French	2	French	4
Music	1	Music	2
Computing	1	Computing	2
		Careers	1

The Curriculum Calendars for each subject are published on the website, with a summary of content across all subjects for each year.

There is no specific planning format that is required for all subjects.

Impact

At varying points throughout the year, there is the opportunity for subject leaders, with appropriate teachers within their department (where applicable), to review the delivery of the curriculum on offer. A Department Action Plan for each subject links to the school priority areas.

For English and Mathematics, the impact is determined in regard to KS2 outcomes as well as GL Assessment data. The latter is also utilised to track progress in Science across each key stage.

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 articulately, and to ask questions. Their vocabulary is developed across the curriculum and 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 spoken language opportunities to encourage pupils to express themselves, 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 each year group visit the library once per fortnight, for a timetabled session with their English teacher.

Mathematics

Our teachers 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'.

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.



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.

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, items and actions.

Geography

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.

History

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.

Computing

We have discreet timetable time for the development of computing and 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.

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Collective Worship sessions also provide an opportunity to enjoy song and 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.

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.

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.



Religious Education

We follow the Agreed Syllabus for Religious Education (SACRE) produced by Worcestershire. Religious Education (RE) is taught to all children except those who are withdrawn 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.

PSHE Personal Social and Health Education and Careers

PSHE 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.

In year 8, pupils also have one lesson per fortnight which is assigned solely to careers knowledge and skills.

Enrichment

We are committed to the broadest educational offering. 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 varying day trip and residential trips across the pupils' time in the school. 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 occasional Deep Days through the year. These relate to Christian festivals such as Christmas, incorporating more in-depth learning about aspects of these festivals and, where appropriate, how links are evident to other world faiths.

Extra-curricular activities

A 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.

Implementation and impact

Internal auditing 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 quality assurance evaluates the effectiveness of the curriculum.

