

Curriculum Delivery
Guidance



Wetherby School
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Wetherby School
Years 1, 2 and 3
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Curriculum Delivery Guidance Policy

2a – Curriculum

Policy reviewed by: Alexandra Stone

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Next review date: June 2025

Reviewer's Signature:

Handwritten signature of Alexandra Stone in black ink.

Head Teacher's Signature:

Handwritten signature of Paul Jones in blue ink.

Circulation: This policy is addressed to all members of staff and volunteers, is available to parents on request. It applies wherever staff or volunteers are working with pupils.

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Please note: 'School' refers to Wetherby School; 'parents' refers to parents, guardians and carers.



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Curriculum Aims

- To provide a curriculum which is broad, balanced, relevant and purposeful
- To build on pupils' prior experiences, skills, knowledge and understanding
- To strive for our pupils and staff to experience and demonstrate continuous development, both socially and academically
- To create and deliver a curriculum which is dynamic and flexible to changing needs
- To provide stimulating learning environments
- To provide opportunities for pupils to celebrate success and achievement
- To make explicit what is taught and how the intended teaching and learning will take place
- To gather, through a range of assessment practices, information that is sufficiently comprehensive to enable the progress and achievement of pupils to be evaluated
- To identify, on the basis of good quality assessment information, individual pupils, groups of pupils and aspects of the curriculum that require particular attention
- To develop and implement teaching and learning strategies to address the needs of pupils and aspects of the curriculum identified above
- To ensure provision for equal opportunities, cultural diversity and religious education
- To acknowledge and note that learning experiences occur 'outside' of school and to recognise that parents and carers are key partners in recording and informing of these (educators and partners)
- To ensure that the pupils' spiritual, moral, social and cultural development is given strong emphasis

Planning and Preparation

Planning is a collective responsibility taking into account staff expertise, subject knowledge and experience. Effective teaching and learning outcomes require adequate teacher planning and preparation.

The basics of effective planning and preparation are:

- Good routines
- Appropriate organisation of lessons and equipment
- Pre-planned, sequenced activities
- Co-operation and collaboration

Planning and preparation must:

- Set learning intentions for pupils
- Reflect school policies and the curriculum statement
- Incorporate cross curricular links where possible
- Suit the individual's teaching style and pupils' learning styles
- Provide a balance of individual, paired and group activities
- Be flexible and ongoing
- Cater for the needs of all pupils
- Cover yearly, termly and weekly time frames

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The Reception year group are exempt from the learning and development requirements of the Early Years Foundation Stage. This decision arose out of a desire to develop and implement a personalised curriculum that was challenging to boys of all abilities and flexible enough to accommodate a necessity to be responsive to boys' skills and interests rather than limiting them to an age-restrictive curriculum.

The Reception curriculum aims to incorporate the three 'general' and five 'specific' areas of learning, where applicable. Pupils are also prepared for the transition into Year 1 and beyond where we use the Wetherby School scheme of work as the basis for our curriculum planning. We have adapted the National Curriculum scheme and London Day School requirements to the specific circumstances of our school.

Age	NC Year	Key Stage		Wetherby School
4-5	Reception	Foundation (EYFS)		
5-6	Year 1	KS 1	LDS	
6-7	Year 2*		7 & 8 +	
7-8	Year 3*	KS 2		

* Denotes exit points (7 and 8+)

We plan all topics so that they build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

Curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the topics studied in each term during each year group. The subject leader sets this out in conjunction with Deputy Head (Academic) and subject teachers. In as many cases as possible we will combine study with work in other subject areas, incorporating cross curricular links.

Medium-term plans follow the Wetherby School scheme of work and give details of each unit, listing specific learning objectives for each unit of work (either half or full term). These are reviewed regularly by the subject leader and Deputy Head (Academic) to ensure that pupils have complete coverage of the curriculum without repeating topics. Medium term plans must be edited and kept up to date by the subject teachers as they make changes.

Short-term planning is carried out collaboratively at each year level by the individual teachers. This incorporates specific objectives, lesson-plans, cross-curricular links, assessment information and resources. Collaborative planning is encouraged if more than one teacher in a year group teaches the subject. Medium term plans should be edited to incorporate any changes made to the concept taught.

Planning Stage	Overview
Long term	Topics covered
Medium term	Lesson topics covered
Short term	Learning objectives Lesson outlines Resources Assessment details

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Planning is reviewed and evaluated on a half termly basis. This is found at the end of the short term planning documentation. The evaluations offer guidance for future planning.

Planning is kept centrally on the staff shared area. Teachers are expected to keep individual copies of plans, and often discuss improvements with other teachers on an informal basis.

As well as learning intentions and assessment needs, all teachers are expected to take into account the following considerations in the planning and delivery of subject content in order to best meet the needs of those pupils in their classes.

Different methods of delivery

- Lessons take into account a range of learning opportunities and outcomes for all children throughout a unit of work. This will ensure challenge, support and progression is present for all pupils.

Cross curricular links

- We recognise that children engage in a multitude of subjects during any given day. Staff will endeavour to avoid teaching subjects in isolation. With this in mind, when planning lessons other subject areas will be acknowledged.

Technology

- Pupils will be exposed to and develop the skills required to confidently access and utilise different means of technology in lessons. It is expected staff will utilise technology in the delivery of lessons to enhance teaching and learning.

Address individual needs

- The individual needs of all pupils are considered and particular attention paid to those who have been identified as having special requirements. We recognise those identified on the Special Education Needs or Learning Enrichment registers as requiring particular attention.

Utilise different environments

- Although the space is limited at Wetherby School, an effort to incorporate different environments into lessons is made, where possible.

Inspiration

- All staff members strive to inspire those within their classrooms and encourage inquisitiveness and the development of lifelong learners.

Record keeping

All teachers should keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for monitoring and assessing children's progress, it must be adhered to. Other records are left to the teacher's professional discretion.

Refer to: Wetherby School Monitoring and Assessment Policy & Wetherby School Assessment for Learning Policy

Marking

No pupil should be set work that is not marked or acknowledged by the teacher. This does not mean that the teacher has to edit a pupil's work for them. Preferably work is marked during a learning conversation or conference *with* the pupil as part of the formative assessment process. This cannot always be the case. In these instances, there needs to be a comment or response (feedback) to the pupil relating to the content produced, the agreed success criteria, achievements made, next step learning as well as positive comments or praise where appropriate. It is important to identify what can be improved and how the pupil may take their next learning steps towards that improvement.

Refer to: Wetherby School Marking Policy

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Display

Displays in the classroom should be used to create an attractive and stimulating environment. The work displayed should be of a high standard and use a variety of media and should be regularly changed. It should include work on different aspects of the curriculum and reflect individual children's efforts as well as abilities.

Resources

Materials in all areas should be well organised, of good quality, clean, tidy, attractive, accessible and clearly labelled. Whenever possible, materials should be near the appropriate working area. Stocks should be regularly replenished.

The effective implementation of the curriculum calls for a wide range of equipment to be used and it is not always necessary for these items to be stored in classrooms as a central store may be more appropriate. This includes a selection of published material, reference books, resource files, course information and large practical equipment.

The school library and class libraries have a selection of books covering a range of topics and genres.

It is important that equipment borrowed from such sources, resource areas and other classrooms is promptly returned in good condition.

Each classroom has supplies of appropriate equipment. Any missing, damaged or dangerous items and any shortfalls should be reported to the subject leader.

Main resources can be found in the following:

- Maths 1st floor cupboard and 2nd floor staff workroom)
- English (2nd floor staff workroom)
- Reading books (Lower ground floor and first floor Wellbeing hub)
- Science equipment (Intervention Room)
- Integrated Curriculum (2nd Floor cupboard)
- Religious Education equipment (1st floor staff workroom)
- PE equipment (Back sheds)
- Other subject resources (2nd floor staff workroom)
- Computers (Classrooms on each floor)

Homework

We consider homework to be an important aspect of the curriculum at Wetherby School. It is a useful tool for reinforcing work being studied in class and provides an important and regular link between home and school.

Reading provides the basis of most expected homework. Pupils will take home reading material each evening with the expectation being that they will read aloud for a set time. This will be recorded with a comment in their reading log, providing a link between home and school.

Homework set will be no more than half an hour in total. Homework expectations differ for each year group with a greater emphasis placed on homework for pupils in Year 2 and Year 3. Year group timetables should be referred to for specifics.

Refer to: Wetherby School Homework Policy

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Head of Learning Support

Wetherby School has a trained Head of Learning Support.

The role of the Head of Learning Support is to support staff in identifying pupils' difficulties and planning teaching strategies, to liaise with parents and outside agencies, to co-ordinate extra help that may be required and to offer support to individuals and small groups. We work closely with specialists and professional agencies to ensure pupils' needs are met.

Pupils receiving some differentiated class work and whose progress is being monitored closely by the class teacher and Head of Learning Support are said to be on Wave 2. Pupils on the SEN register are on Wave 3. The rest of the school who are automatically receiving high quality classroom teaching are on Wave 1. The current list of pupils on Wave 2 or 3 is accessible on the school server. There is also a spreadsheet which specifics all the reasonable adjustments that we make for the pupils in the school.

Refer to: Wetherby School SENDA policy

Learning Enrichment

At Wetherby School we believe that able and exceptionally able pupils need to be identified and educated in a manner that keeps them fully engaged in the learning process. Pupils who are identified as 'exceptionally able' at the beginning of each year are monitored and encouraged to partake in additional enrichment and extension activities throughout the year. For those with specific talents in arts based subjects, a number of extra-curricular activities are provided and these pupils are encouraged to partake.

Refer to: Wetherby Learning Enrichment Policy

Staff Development

Various staff development sessions take place at Wetherby School both internally and externally. These include:

- Internal INSET sessions (twilight and start / end of term)
- Inspired Education forums
- Courses run by external companies and organisations
- Regular appraisals
- Informal peer observations
- Mentoring of new staff.

Subject leaders are expected to brief staff on new methodology and advancements in their areas of specialisation.

The Deputy Head (Academic) will aid staff with locating and attending specific courses. Staff members should also be proactive in this process.

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Subject leaders

Monitoring of the standards of pupils' work and of the quality of teaching in individual subjects is the primary responsibility of the subject leader. Other responsibilities include:

- Providing the strategic lead and direction for the subject in the school
- Supporting colleagues in planning, teaching and assessing the subject
- Being informed about current developments in the subject
- Identifying and evaluating strengths and weaknesses in the subject and indicating areas of focus for inclusion into the school development plan
- Lesson observations
- Providing an annual report to the Deputy Head (Academic)
- Reviewing unit targets and key skills for each year group on the topic assessment template for their subject area
- Analysing assessment documentation from the previous term pertinent to their subject area, discussing this with teachers and help to plan interventions/extensions where necessary
- Annually reviewing and updating the subject policy document

The subject leader is allocated a regular time allowance by the Headmaster to fulfil the management requirements of the subject.

Refer to: Subject Leaders Policy

This policy will be reviewed annually

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Appendix 1 – Subject Time Allocation (2021-22 Timetable)

Subject	Year Group	Time Allocation
Art:	Reception	1 hour
	Year 1	1 hour
	Year 2	50 mins
	Year 3	50 mins
Computing	Reception	45 mins
	Year 1	50 mins
	Year 2	50 mins
	Year 3	50 mins
Drama	Reception	n/a
	Year 1	n/a
	Year 2	30 mins
	Year 3	30 mins
English	Reception	7 hours 15 min (2hr 30 min Phonics)
Incorporating: Writing, reading, spelling, grammar, comprehension, speaking and listening	Year 1	5 hours 50 min (1 hour Phonics)
	Year 2	5 hours
	Year 3	5 hours 15 mins
French	Year 1	30 mins
	Year 2	30 mins
	Year 3	30 mins
Games	Reception	1 hour
	Year 1	1 hour
	Year 2	2 hours 15 mins
	Year 3	2 hours 15 mins
Handwriting	Reception	40 mins
	Year 1	50 mins
	Year 2	30 mins
	Year 3	30 mins
Integrated Curriculum	Reception	1 hour 30 min
	Year 1	1 hour 40 mins
	Year 2	1 hour 40 mins
	Year 3	1 hour 40 mins
Mathematics	Reception	3 hours 45 min
	Year 1	4 hours 30 mins
	Year 2	4 hours 50 mins
	Year 3	5 hours
Music / Singing	Reception	1 hour
	Year 1	1 hour
	Year 2	30 mins
	Year 3	30 mins
Learning for Life	Reception	30 mins
	Year 1	30 mins
	Year 2	30 mins
	Year 3	30 mins
Reasoning	Reception	45 mins
	Year 1	40 mins
	Year 2	1 hour
	Year 3	1 hour
Science	Reception	45 mins
	Year 1	1 hour
	Year 2	50 mins
	Year 3	50 mins
Religious Education	Reception	15 mins
	Year 1	30 mins
	Year 2	30 mins
	Year 3	30 mins
Swimming	Reception	n/a
	Year 1	30 mins
	Year 2	30 mins
	Year 3	30 mins
PE (Gym)	Reception	1 hour
	Year 1	30 mins
	Year 2	30 mins
	Year 3	30 mins