



# Windsor Park CE Middle School

*Learning for Life*

*"Teach me good judgement and knowledge"*

*Psalm 119:66*

## Curriculum Intent

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## OUR VISION

# *Learning for Life*

*“Teach me good judgement and knowledge”  
Psalm 119:66*

**As a Church of England school and a founding partner in the Uttoxeter Learning Trust community, the teachings of Jesus are at the heart of all we do. Whilst striving for excellence, we celebrate achievement in all its forms and encourage pupils and staff to live life in all its glory and flourish.**

## OUR MISSION

- 1. Encourage all children irrespective of background or ability to fulfil their God-given potential and flourish. Our broad and balanced curriculum takes a holistic approach to education ensuring that spirituality, emotional intelligence, physical development, academic excellence and social skills are developed creatively across a range of school subjects.*
- 2. Deliver a safe space for children to develop philosophical and theological thinking through Religious Education as a core subject; delivering inspirational lessons which bestow upon pupils the skills to understand Christianity as a living and diverse faith, whilst teaching a knowledge and respect of other faiths and world views.*
- 3. Value education in its widest sense; building on our history and Christian foundations, 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: ‘teach me good judgement and knowledge’ Psalm 119:66*
- 4. Foster respect for all God’s children; embracing difference and diversity and teaching all to live well together in an inclusive, welcoming community, supporting each other to remove or cross barriers and live with dignity and respect.*
- 5. Reinforce the Christian values and beliefs that will make our children good people: kind, honest, forgiving and courageous.*
- 6. Care deeply about our pupils’ and staff wellbeing and mental health, appreciating that it is the genuine quality of relationships that matter. We strive to support each other to flourish, achieving happiness and fulfilment.*
- 7. Encourage our pupils to approach local and global communities with a deep sense of integrity, justice, responsibility and courageous advocacy; identifying and challenging injustice.*
- 8. Collaborate primarily with St Mary the Virgin church to share the teachings of Jesus through inspirational collective worship. Develop, deliver and evaluate opportunities for pupils and adults to express spirituality through varied worship experiences.*
- 9. Encourage and nurture exploration, creativity and compassion with unlimited and unbounded energy. At Windsor Park learning is not a spectator sport.*

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Our 'broad and balanced' curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health and wellbeing. The curriculum also includes experiences of our 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

The curriculum at Windsor Park Middle School is linked to our vision and values and reflects the community we serve. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work. This has been reviewed with, and communicated to, governors, school leaders, teachers and parents.

Whilst at Windsor Park Middle School students study: English, Maths, Science, RE, Art, Music, DT, PE, French, Religious Literacy, History, Geography, life skills, Computing, library lessons, Drama and Learning for Life. The curriculum followed at Windsor Park Middle School is one designed to promote attainment and progress in all subject areas. In KS2 we focus on the literacy and numeracy skills that primary aged children need to develop in order for them to be successful learners across the subject spectrum. In KS3 we continue to build upon these skills whilst allowing more time to study other areas of our rich curriculum. Students leave Windsor Park Middle School with a curiosity and excitement for learning that will serve them well as they make choices about the next stage of their education.

It is the intention of the school that we build on students' previous learning journey, carefully sequencing their learning throughout their time with us to prepare them for the next stage of their education. All departments plan learning to ensure that students build on previous knowledge and that it is fully embedded before new learning is introduced. Using the National Curriculum as a framework we have developed our Schemes of Work (SoW) to reflect our local context, the needs of our students and integrated approaches which research has proven to be effective.

Our students develop their vocabulary by subject teachers routinely and explicitly teaching Tier 2 and Tier 3 subject-specific words and using those words regularly in the context of the lesson. Reading is prioritised as a whole school initiative by ensuring all students are given the opportunity to read widely and often, becoming more confident in their abilities as readers. All teachers are actively involved in the promotion of reading across the school in form time, lessons and extra-curricular activities. This promotes a love of reading amongst our students and develops their personal reading skills.

Teachers regularly assess student attainment and progress. As Dylan William states 'assessment is the bridge between teaching and learning'. Assessment data, along with our Q2M policy, ensures that students receive timely and accurate feedback to support their next steps in learning.

Windsor Park Middle School seeks to ensure that our students leave as well-rounded, young people who have developed their academic subjects, as well as embracing our core values of respect, responsibility and resilience. Parents can find more details of our curriculum on our 'curriculum map' which is available on our website and shows the topics students are studying throughout the year.

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## **MATHS**

### **‘Nurturing mathematical fluency and resilience, encouraging mathematical initiative’**

We follow a mastery curriculum which promotes a depth of learning and develops students’ key mathematical vocabulary. This leads to automaticity of calculation as well as application of both formal and informal techniques and strategies. We strive to enhance students’ confidence and resilience in mathematics, promoting a growth mind set where opportunities are provided for students to reflect on and improve their work in a supportive environment. Our aim is to give students the capacity to reason, problem solve and think logically in a variety of contexts.

## **ENGLISH**

### **‘Broadening horizons through literature’**

Reading is at the heart of everything we do in English. We endeavour to develop our students’ knowledge and understanding of the world we live in through reading a range of literature and English texts as we believe that it is vital for students’ to learn about different cultures and societies. In order to be able to appreciate our local community and their place in the world, we choose to study a range of texts focusing on current, topical and educational issues. We approach the curriculum through topic or genre based learning to enable an in-depth study of a range of texts and issues. At Key Stage 2, we offer broad topics that can be tailored to the specific learning needs of all students whereby both fiction and non-fiction texts can be studied as well as poetry. We aim to deepen understanding of reading from Key Stage 1 in inference, retrieval and explanation. At Key Stage 3, we approach the curriculum chronologically over time to allow students to appreciate the development of literature as well as the issues and topics that are being studied. We begin to develop skills, such as analysis, that are vital for success later in their school career whilst continuing the development of reading, writing and SPaG from Key Stage 2.

## **SCIENCE**

### **‘Developing a scientific understanding and respect for the world around us’**

We follow a curriculum which promotes a deep understanding of scientific concepts and processes. This is developed by reading around the subject area and pupils are encouraged to forge links between scientific theories by undertaking practical investigations. We encourage pupils to work both collaboratively and independently. Students take responsibility for safety whilst becoming confident in analysing their findings and methodology. Pupils also have the valuable opportunity to examine important ethical issues within science from a diverse range of cultural viewpoints.

## **RELIGIOUS EDUCATION and RELIGIOUS LITERACY**

### **‘Preparing for life as respectful, religiously literate citizens within today’s diverse and plural society’**

As a Church of England school we are an inclusive community. We aim to foster a well-established and growing knowledge and understanding of beliefs, practices, spiritual insights and secular world views through reading a variety of religious texts and stories.

We develop a deep respect for the integrity of other religions, traditions and views and for the religious freedom of each and every person. There are opportunities for pupils to understand the role of foundational texts, beliefs, rituals, and practices and how they help form identity.

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Our pupils acquire a rich, deep knowledge and understanding of Christian belief and practice, and Christianity as a living world faith through an exploration of core theological concepts and questions that critically engage with biblical text.

## **LIFE SKILLS**

### **‘Application of skills in a range of everyday contexts’**

We offer a bespoke curriculum that allows us to enhance opportunities for pupils to see the links between the academic studies and the real world as well as to develop patterns of strategic and logical thinking. We look for local, national and international links that may be relevant to different careers and life opportunities including vocabulary and reading skills. Pupils are expected to identify the key skills that are relevant to a task or focus area and then discuss how best to apply them. The cultural capital that is derived from this will allow our pupils to play an improved role in the local and wider community.

## **COMPUTING**

### **‘Learning skills for life in a digital world’**

Pupils follow a range of Computing and Information Technology activities to develop transferable ‘skills for life’. With technology playing such a significant role in society today, we believe ‘Computational thinking’ is a skill children must be taught if they are to be able to participate effectively and safely in this digital world.

At KS2 and KS3 pupils will develop practical and reading skills in coding and sequencing instructions, as well as learning how to use the common functionality of commercial applications, operating systems and software.

Pupils apply their knowledge of Computing and ICT skills to school work, later studies and careers.

## **ART**

### **‘Encouraging experimentation and creativity’**

Our Art curriculum provides the opportunity for students to be creative. They explore personal interests through a range of skills and medium. Understanding of historic and contemporary artists alongside artistic movements will enable students to reflect on the impact that the Arts have had towards a range of cultures, and worldwide creative progression. It is vital that Art studies are purposeful and help develop a range of skills; Mathematics and Reading are entwined through a variety of skilful techniques, alongside the ability for students to be reflective and responsible learners.

## **DESIGN TECHNOLOGY**

### **‘To inspire and enable creative design, thinking and independence’**

Through practical application of skills building from Year 5 as well as development of subject specific vocabulary, students accumulate key skills across the disciplines of Design Technology (Cooking and nutrition, textiles, resistant materials, graphics, and electronics). These disciplines are then broadened and deepened as students gain insight and confidence.

Students benefit from real life design briefs and links with industry. This enables them to see how their Education links in with future careers and life skills.

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## FRENCH

### **'Communicating in a diverse world'**

In French, our intention is to encourage a passion for language learning whilst broadening cultural horizons. Pupils become responsible learners whereby they collaborate with teaching staff to make progress across the four skill areas: speaking, listening, reading and writing. We endeavour for students to acquire cultural insights into the diverse French speaking world and enjoy learning a language. Reading and language acquisition forms the basis of our curriculum and is vital for the success of each individual student.

We want pupils to understand that learning a language does not simply deliver the benefit of communicating in French, but a rich and deep appreciation and understanding for the world in which we live; thus being prepared for their future both in modern Britain and in our increasingly global society.

## LEARNING FOR LIFE

### **'To provide pupils with the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives'**

Learning for life studies at Windsor Park promotes the spiritual, moral, cultural, mental and physical development of pupils in school and within society. It also prepares students for the opportunities, responsibilities and experiences of life and work in modern Britain. We believe that PSHE education and Citizenship are central to the educational entitlement of all children, and permeate all aspects of school life. It helps to give pupils the knowledge, skills and understanding they need to lead confident healthy, independent lives and to become informed, active and responsible citizens.

## PHYSICAL EDUCATION

### **'Students will become resilient and respectful competitors, who demonstrate great leadership qualities, and take responsibility for their own health and fitness'**

Students will experience a breadth of different sporting activities, including swimming, fitness and athletics where they will be expected to perform at their maximum level and persevere through challenges. They will develop their skills, game play, tactical awareness and subject specific vocabulary in a variety of games, for example football, rugby, table tennis and cricket. They will also have opportunities to express themselves and use their creativity in dance. Competition is a key focus in PE and students are taught to be fair and respectful competitors. Students will be continually developing their leadership skills, as well as other life skills, and understand the importance of these in their future. An emphasis is put on the students' well-being and the role physical activity plays in this. Students will be encouraged to take responsibility for their own health.

## GEOGRAPHY DEPARTMENT

### **'Providing an appreciation and understanding of the world in which we live'**

Geography should open pupils' minds to the wider world. Children are encouraged to develop a greater understanding and knowledge of the world, through reading about it, as well as understanding their place in it. We seek to inspire in children a curiosity and respect of diverse places and people. Students foster knowledge and skills which will stay with them for life. Through Geography we are able to concentrate on relevant issues in the world and give pupils a greater understanding of current affairs, the problems that we face and how we can overcome them. We nurture resilience in our pupils so they are prepared for the world

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which they will inherit and be provided with information that will allow them to make responsible decisions as global citizens.

## **HISTORY DEPARTMENT**

**‘Providing students with the opportunity to make judgements about the past in order to understand the present and take part in the future’**

We stimulate pupils' curiosity by engaging with the decisions, beliefs and challenges of a wide variety of people from the past. Pupils are encouraged to develop their own identity through an understanding of local, national and international history. By helping students to respect the past, it inspires them to ask and answer perceptive questions of the present. History prepares students for the future, equipping them with both knowledge and skills that are fundamental to adult life, such as reading, thinking critically, assessing evidence, evaluating arguments and developing their own opinions. Our desire is that through learning History our pupils will become questioning and responsible individuals who are confidently able to take part in today's society.

## **MUSIC**

**‘Engaging and inspiring all students through the universal language of music’**

Our Music curriculum embeds a love of music in all students. Students are encouraged to develop their individual talents through performance thus increasing their personal confidence. Students develop resilience when performing in front of their peers. Music at Windsor Park develops a broader understanding and respect of other people, places and cultures and reading is embedded in this. Studying music from across the genres allows all students to develop a greater appreciation of styles, traditions and periods.

Music gives a soul to the universe, wings to the mind, flight to the imagination and a life to everything. Through listening, performing, composing and reviewing music we broaden the horizons of all our students.

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## Appendix 1

### Curriculum expectations

This section sets out some key principles and expectations for curriculum planning in school based nursery, mainstream, and special schools, and alternative provision (AP), so that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

The key principles that underpin our advice on curriculum planning are as follows.

#### Education is not optional

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

#### The curriculum remains broad and ambitious

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

#### Remote education

Where needed, this is high-quality and safe, and aligns as closely as possible with in-school provision. Schools and other settings continue to build their capability to educate pupils remotely, where this is needed.

Informed by these principles, DfE asks that schools and other settings meet the following key expectations if considering revisions to their school curriculum for academic year 2020 to 2021.

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. Up to and including key stage 3, prioritisation within subjects of the most important components for progression is likely to be more effective than removing subjects, which pupils may struggle to pick up again later. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021. Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment (for example, quizzes, observing pupils in class, talking to pupils to assess understanding, scrutiny of pupils' work) while avoiding the introduction of unnecessary tracking systems.
4. Develop remote education so that it is integrated into school curriculum planning. Remote education may need to be an essential component in the delivery of the school curriculum for some pupils, alongside classroom teaching, or in the case of a local lockdown.

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All schools are therefore expected to plan to ensure any pupils educated at home for some of the time are given the support they need to master the curriculum and so make good progress.

Schools may consider it appropriate to suspend some subjects for some pupils in exceptional circumstances. Schools should be able to show that this is in the best interests of these pupils and this should be subject to discussion with parents during the autumn term. They should also have a coherent plan for returning to their normal curriculum for all pupils by the summer term 2021.

Relationships and health education (RHE) for primary aged pupils and relationships, sex and health education (RSHE) for secondary aged pupils becomes compulsory from September 2020, and schools are expected to start teaching by at least the start of the summer term 2021.

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