

Curriculum Policy

Intent, Implementation, Impact

Waddesdon Village Primary School – *a Pathway to Excellence*



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Waddesdon Village Primary School

Curriculum design statement: intent, implementation, impact

At Waddesdon Village Primary School, we aim to provide a creative, vocabulary rich, book-based curriculum that challenges and inspires our children, in preparation for life in a culturally diverse and ever-changing world. High expectations, inclusive strategies, enriching experiences and precise teaching all form the basis of our approach.

Our children will have the opportunity to read widely, be creative, understand their communities, ask questions and become knowledgeable, independent learners who think as global citizens, with the cultural capital they need to succeed. The curriculum we offer is enriched and personalised to our children and prioritises the things we want our children to experience during their time with us. Our Curriculum will prepare our children for life-long learning.

To support our curriculum offer, our school has key threads running through our subject areas as a backbone to how and what we teach. These 'drive' learning forwards and are the 'drivers' for the Waddesdon Village Primary School Curriculum.

The three main drivers for our curriculum are:



- 1. Excellence** - To ensure that all our children receive the very best education by providing:
 - Excellence in teaching: engaging, inspiring and challenging lessons and meaningful, motivating feedback.
 - Excellence in learning: children understand and strive to achieve their learning goals and have the confidence to challenge themselves.
 - Excellence in teamwork: working together to create a safe, positive and purposeful learning environment in which children can succeed.



- 2. Community** - which helps pupils to be an active, responsible member of our school, the locality, our country and the world. Our aims through community and parental involvement are to enhance the learning experiences of ALL (pupils and adults). At Waddesdon Village Primary School we want parents' and carers' to feel welcomed and valued. We want to encourage parents and carers involvement in children's learning because we feel that these opportunities will enrich and support the curriculum. We believe that forging strong links between the school, parents, carers and the local community (sharing skills, values, experiences, cultures and expertise) will help to improve attendance, attainment and raise standards.



- 3. Growth** - underpins our approach to teaching and learning. Growth mindset is based on the belief that everyone can change and grow through application and experience. Mistakes are seen as an opportunity for learning. At Waddesdon Village Primary School, we deem mental development and health to be just as important to the education of our children as academic ability. It is important for each child to have a good knowledge of health, fitness and wellbeing in order to grow up to be successful and valued adults. Across our curriculum, children will learn about what it takes to be safe in and out of school; how to live a healthy lifestyle and how to plan ahead with targets, action planning and positive thinking. They will also have access to a wide range of extra-curricular activities, both during lunchtimes and afterschool.

Intent – we aim to...



To provide excellence in education by equipping all children with the necessary skills in reading, writing and mathematics to succeed.



For children to master skills, knowledge and understanding – depth over breadth through a well-planned curriculum from Reception to Year 6.



To foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry across the curriculum.



To stretch and challenge all children.



For our children to understand and value the communities to which they belong, to appreciate what they have to offer, and to be of service to their communities, shaping futures.



For our children to understand how to be fit and healthy in both body and mind and to understand why it is important.

Implementation – how do we achieve our aims?



1. Excellence

We have:

- A culture of high expectations from all and for all.
- Inspiring and skilled teachers and support staff across the school committed to excellence in teaching and learning.
- A comprehensive, progressive and challenging curriculum across all subjects which outlines what children should know and be able to do at each stage of their education. Teachers adapt their teaching and learning experiences to meet the needs of their children.
- Embedded learning across the curriculum by applying skills to a variety of subjects and tasks to develop expertise and mastery.
- Assessment systems which enable us to ensure all children make progress.
- Enthusiastic children who are keen to do well and have excellent attitudes to learning.
- Knowledgeable and dynamic subject leaders who monitor and develop their subjects.
- An appreciation of the fundamental importance of reading.
- Knowledgeable support staff who deliver targeted support across the curriculum.



2. Community

We have:

- A cohesive school community that includes all stakeholders.
- Promotion of community through events.
- Supported children's understanding of our local community by visiting our village and the surrounding area and taking inspiration from its rich resources.
- Local history which is valued and studied, along with other religious, cultural, geographical and business links.
- Explored and built understanding of the relevance and importance to us of our school, local and wider communities.
- Developed and nurtured links within the local community.
- Children who are guided to develop a sense of responsibility for their own local environment, understanding how they can support, influence and change it.

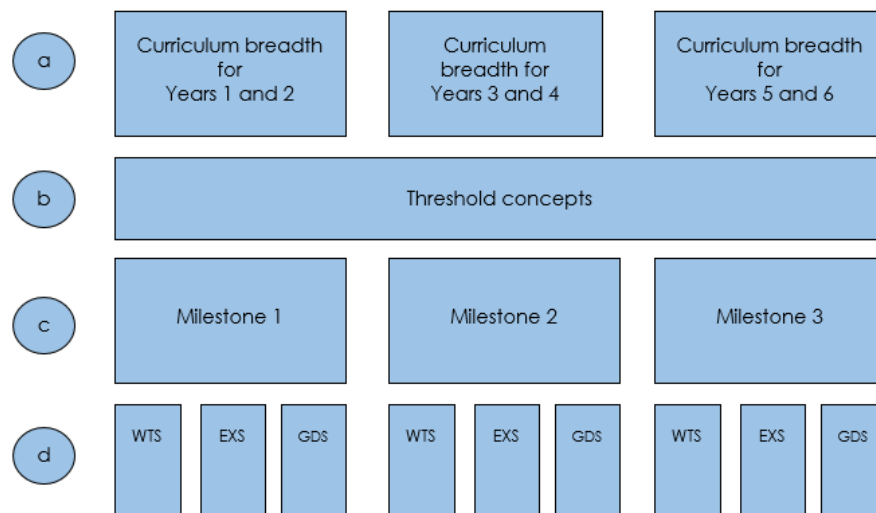


3. Growth

We have:

- A growth mindset culture which is interwoven and referenced to regularly throughout the children's school experiences. We encourage the children to reflect on where they are as learners and equip them with strategies in order to develop their growth mindset.
- A progressive scheme of work for PE which is designed to deliver high quality lessons.
- Planned brain breaks throughout the school day.
- A wide variety of extra-curricular clubs which include opportunities to be physically active, creative and reflective.
- Teams that enter competitions and sports events.
- A culture that celebrates all achievement, in and out of school, and promote these across the school in classrooms and assemblies.
- A carefully planned PSHE, RSE and science curriculum which promote and support the aim.
- Used our PE funding to develop high quality provision across the school.
- A trained and knowledgeable Senior Mental Health Lead and in-school Emotional Literacy Support Assistant (ELSA).
- An established set of school values which provide a structure for a positive ethos that impacts on the whole school community.
- School assemblies and lessons which focus on the values progressively so that pupils deepen and challenge their understanding.
- Children with positions of responsibility around the school, as we believe that children understand values by seeing them in action in others. These include: Pupil Parliament; Eco Leaders; Digital Leaders; House Captains; Play Leaders; Snack Monitors.
- Class expectations and Class Charters which are decided as a class: the expectations are then real and meaningful for the children.
- Opportunities to discuss values throughout the curriculum.
- Staff who live the values: we teach best by being role models.

The diagram below shows a model of our curriculum structure:



- The **curriculum breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing cultural capital.
- Threshold concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- Milestones** define the standards for the threshold concepts.
- Depth:** A milestone is the knowledge building phase that provides the fundamental foundations for later application. **Learning at this stage must not be rushed** and will involve a

high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

Impact – how do we know we achieved our aims?



1. Excellence

All children make at least expected progress during their time at Waddesdon Village Primary School.

We measure this carefully using a range of materials, but always considering Age Related Expectations. Children will be academically and physically prepared for life in secondary school and in Modern Britain and the world.



2. Community

Improved attendance and attainment as a result of strong links between the school, parents, carers and the local community (sharing skills, values, experiences, cultures and expertise).

Our learners will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a difference in their own life and to others. Our learners will be the owners of their own destinies.



3. Growth

Our learners will have fully rounded characters with a clear understanding of values like perseverance, honesty, achievement and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children. In addition, the impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. Children do not give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.