

# **Wootton Primary School Curriculum**

## **Curriculum rationale**

- At Wootton Primary our aim is to deliver a curriculum that is designed to provide a broad and balanced education that meets the needs of all children and gives them the skills, knowledge and understanding to prepare them for their future lives. Through the breadth and depth of learning we strive to ensure the acquisition of knowledge and development of relevant skills to allow sequential progression across all areas, are at the heart of our school provision.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.
- The curriculum celebrates and utilises the skills, knowledge and whole community while supporting the children's spiritual, moral, social and cultural development.

## **Curriculum Statement 2022-**

### **2023 Our Intent**

Following our school closure in response to COVID-19 teachers are adapting planning to ensure that children are exposed to areas of lost learning in particular so that gaps are quickly identified and addressed.

Children start Wootton Primary school with the vast majority working typically at their correct level of development to their age. Entry data is promptly analysed to drive planning and interventions for children from the onset.

Interventions are delivered to specific children to address gaps in learning and misconceptions. Support staff are deployed effectively to ensure that all children are given the correct level of support and challenge, with the intention that all children make progress

We offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through each Key Stage. Children are given opportunities to build on what has previously been taught to them through carefully planned learning journeys. At the start of this academic year we have adapted our learning journeys to ensure that children have the opportunity to 'catch up' on areas of learning missed during lockdown. During the year children will be given additional support through small groups and intervention to address significant gaps in learning through the deployment of additional funding received. The curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities which best meet the learning and developmental needs of the children in our school. The aim of our curriculum is for children to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important to use that the curriculum considers the holistic development of the whole child and does not purely concentrate on a child's academic success. This supports our school strap line – 'Every child can achieve success' and our vision and values – 'REAP' where we aim to develop children who are Respectful, Empowered, Aspirational and Persevering.

## **Implementation**

Children who do not meet the Good Level of Development (GLD) at the end of the Reception year will still work on the Early Learning Goals as they enter Year 1. There is a period in the autumn term where the majority of children will progress to the National Curriculum. Throughout this period and beyond, all children are still developing their phonic knowledge through the Letters and Sounds Programme and developing their fluency in reading daily through guided reading activities and an individual reading scheme. Staff use the Hants reading comprehension toolkit to teach children key reading skills with a focus

on a key skill or skills each week. English journeys are linked to high quality texts often driven by the Hants text drivers' scheme.

The curriculum is underpinned by the school's Core Values 'REAP' (Respect, Empower, Aspire and Persevere) and these are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our children and their understanding of the core values of our society, are woven through the curriculum and weekly 'BIG Think' sessions where children are encouraged to discuss and debate current local and global issues and philosophical questions, developing skills of respect and mutual understanding.

The English curriculum is taught using a learning journey based on a class text (hook) which develops children's writing skills through imitation, innovation and independence. Alongside this, children experience lessons on grammar, punctuation, spelling and handwriting.

The mathematics curriculum is currently delivered through a framework developed by consultants and coordinators within the Local Authority and supported by the White Rose Scheme of Work. Work also ensures that children are given tasks to develop their reasoning, investigative and problem solving skills. In all year groups there are small group interventions in order to support children to gain the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support music in Years 3 and 6. Physical education is taught through a high quality PE scheme Striver and children are given at least two hours of PE time a week. Active participation is also encouraged in class through online learning programs and brain gym time. Classes are also encouraged to complete the daily Golden Mile.

All subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Theme days, whole school activities and opportunities within and outside school all enrich and develop the children's learning. A host of after school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning such as a computing programme 'Purple Mash', Science resource 'Snap Science' and intervention programmes such as 'Bug Club' and 'Nessy'. The school is building a range of resources in terms of learning materials, books and technology.

The outdoor environment, including the sensory garden, and the local community are considered an opportunity for active learning for all our children.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing children's independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning, supporting them to make a valuable contribution to their life and the life of others from a local to global scale.

Subject leaders ensure that the curriculum coverage meets the needs of the children, school, local area, the Isle of Wight and world we live in. For example in History and Geography, links are made to local History both in Wootton and on the Island. Children are exposed to the contrast between our school and the mainland as well as the UK and beyond. Children are taken on visits to the mainland and exposed to experiences not found on the Island. In particular in RE and BIG Think sessions children are taught about the diversity of the mainland to provide knowledge and experiences not found on the Island to ensure that they learn about the multi-cultural world we live in.

## Impact

The National Curriculum is delivered using an integrated topic approach and assessed using the Hampshire Assessment model linked with the National Curriculum as a basis to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult, are appropriately supported so that they too are able to experience success. National requirements and school requirements are mapped out as a whole school and then individual year group teachers plan the curriculum for their children accordingly. Assessment takes form in a range of ways to measure the impact of teaching and learning for all children. (See Assessment Policy).

Through Pupil Progress meetings and data check sessions including moderation, internal assessment data is used to inform class curriculum design and teaching. Daily modifications are made to ensure children are on track from their starting points. Teaching gives time to pre-teach and post-teach sessions so that misconceptions can be swiftly addressed. Pupil conferencing and Golden Ticket sessions gives children the opportunity to have a 'voice' and be actively involved in their learning.