

Wardley CE Primary School

Curriculum Design Statement: Intent, Implementation, Impact.

Intent

Our curriculum is driven by our school's vision that we, as a Church of England school, value and recognise the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. This ethos is built on our Christian foundations and drives our belief that we can do all things within the deep and rich curriculum that we provide.

We can do all things through Christ who strengthens us

Phillipians 4:13

Our curriculum is grounded in the 'Wardley Way' so that our pupils can develop as confident, responsible citizens. This means that our curriculum is underpinned by five key drivers which make up our 'Wardley Way' and are central to our curriculum model.

THE WARDLEY WAY				
STRONG ETHICS	INCLUSIVE	TEAMWORK	INSPIRING POTENTIAL	CONTINUAL ENHANCEMENT
'RESPECT'	'FRIENDSHIP'	'TRUST'	'COURAGE'	'PERSEVERANCE'
-Creating an environment which promotes the Christian ethos of trust, respect and honesty to enable people to flourish. -Promoting a sense of justice. -Creating a strong moral purpose which underpins everything we do.	-In celebrating diversity we value the strengths of all and embrace differences. -Engaging stakeholders within and beyond the school.	-No matter how small, we value every contribution and support each other to reach our goals. -In respecting each other, we strive to not let each other down. -In feeling valued and empowered people have a desire to go the extra mile for the greater good.	-Recognising, supporting and developing everyone's potential. -nurturing skills and promoting opportunities. -Creating an environment for people to think positively and take risks.	We inspire and innovate – we support others to do the same. -In constantly striving to achieve high standards we never stand still. -All improvements are underpinned with high aspirations.

Our Christian vision and values are at the heart of our school curriculum. We are clear about our expectations and we are ambitious for every person in our school. We provide strong and coherent learning opportunities alongside carefully planned additional learning opportunities and experiences to enable children to discover new talents, skills and interests. Underpinning this, is the belief that every child has the potential to achieve and excel.

The curriculum intent for Wardley CE Primary school aims to:

- **Be ever-evolving**, providing opportunities for children to develop as independent, confident, resilient, successful & motivated learners striving for the pursuit of excellence who know how to make a positive and transformational contribution to their community and wider global society.
- **Be rooted in the school's Christian ethos**, encouraging our pupils to grow in self-awareness and becoming advocates of social justice, adaptable to any social context.
- **Be ambitious** in our aim for pupils to develop the communication skills necessary for learning and life, promoting enjoyment, high expectations and standards across all subject areas.
- **Be memorable**: providing diverse, social, moral, spiritual and cultural (SMSC) rich opportunities from which children learn and develop a range of transferable skills.
- **Be aspirational**, cultivating a sense of personal pride in achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests.
- **Be inspiring**, to empower pupils to respect each other and themselves, show respect and understanding for people of all faiths, race and gender, and for all living things, promoting stewardship and ensuring children are well prepared for life in a rapidly changing world.

IMPLEMENTATION

Our curriculum is designed to provide a coherent, structured, evidence-led curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Our curriculum is designed to ensure that there is a clear purpose to what we teach that is understood by the teacher and the pupils. It is the yardstick that sets out what we want our pupils to know and be able to do by the time they leave our school.

Our curriculum is designed to provide a coherent curriculum structure that pays attention to the big ideas that underpin each area of the curriculum. This leads to high quality teaching.

Our curriculum is designed to have a clear picture of the core content for each subject which is mapped out to be delivered for each subject in a spaced and interleaved sequence across the school.

Our curriculum is designed so that pupils know how what they are learning fits into the wider whole. This is so they can see, appreciate and learn the particular by locating it in the general. Pupils cannot learn everything and therefore they need to learn the concepts that come up again and again. The unifying ideas of the subject.

Our curriculum is designed so that our pupils are not taught disparate, unconnected material without any effort to ensure that it goes into the long term memory. Planning a curriculum which draws threads between the overarching ideas and the detail is the key to unlocking this.

Our curriculum is designed so that explicit vocabulary instruction shapes the structure and language provision across the curriculum. It is the golden thread that links and connects the breadth, depth and value of these units of teaching. All subjects in our curriculum embrace language as an absolute cornerstone in eroding social disadvantage and embedding learning.

Our curriculum is designed to make learning stick! We believe that learning must be seen as a change to long term memory. We want children to develop powerful knowledge that they retain, recall, transfer and use in a range of contexts. We see high quality teaching as being the key to the effective implementation of our curriculum. The core principles of this are set out in our teaching & learning policy and are based on evidence led theory and pedagogical practice based on the Unity Schools Curriculum (CUSP). Ours is an aspirational curriculum based on the principles of cognitive science, it is rich and ambitious for all pupils at wardley CE Primary School.

Our belief is that nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?'

To help teachers to plan for progression within every area of the curriculum, subject leaders have developed schemes that set out the subjects' disciplinary and substantive knowledge.

Substantive knowledge is the subject knowledge and explicit vocabulary used to learn about the content. Disciplinary knowledge is the use of that knowledge and how the pupils construct understanding within the context of a specific subject, for example thinking like a geographer.

We have created curriculum overviews, ensuring coherence and progression in both disciplinary and substantive knowledge across all year groups in every subject. These have been designed to maximise opportunities for purposeful links between different subject disciplines whilst ensuring that each subject in the National Curriculum is taught discretely and effectively. Our timetable is carefully structured and includes both blocked and spaced learning to ensure efficient use of resources and the retention of knowledge and skills.

This structure provides us with the framework to focus on the most important element of all, the quality of teaching and learning. We are relentless in bringing the focus of professional dialogue back to core aspects of effective pedagogy. We have worked as a staff team to develop our teaching and learning policy which draws upon evidence based research and is discussed regularly to ensure it is refined and reflects the best of what we know about teaching effectively to achieve the best outcomes for all of our pupils. In order to facilitate purposeful professional dialogue, we hold termly staff meetings where principles or aspects of teaching and learning are discussed, reviewed or shared to promote for all our staff an opportunity to reflect on their classroom practice. This is supplemented with appropriate and high quality professional development for staff closely linked to our

curriculum intent, whole school priorities and individual staff need whether that be subject or pedagogy specific.

We use assessment intelligently and purposefully to ensure it fulfils its main purpose: supporting teaching and learning and promoting progress for all children. Assessment processes and structures reflect subject specific need and support, and are a valued tool used within the classroom and are not a burden to staff.

The development of our learning environment has and continues to focus on ensuring that this contributes to our strong values and ethos and supports children's learning and personal development. Reflective worship spaces are available in all classrooms and our motto and core Christian values are celebrated in all areas of school. We balance displays and opportunities to celebrate children's achievements and work with working walls which support the learning journey for children in all classrooms.

To deliver these goals we are purposeful and strategic in our implementation of the whole school curriculum. Our rigorous self-evaluation informs school development priorities and continuous professional development to ensure we are effective as a whole staff team in meeting these aims.

IMPACT

The impact of our curriculum is that by the end of each stage, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it. Some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum.

The impact of our curriculum is seen in the way our pupil's develop powerful knowledge. This is the powerful background knowledge of the world that pupils need to infer meaning from what they read. It is their cultural capital. Crucially, it includes vocabulary, which in turn helps pupils to express themselves in a sophisticated, mature way. We believe that knowledge is worthwhile in itself and that our role as a school is to transmit this shared and powerful knowledge on behalf of society. We teach what our pupils need to make sense of and improve the world. This shared and powerful knowledge enables children to grow into useful citizens. As adults they can understand, cooperate and shape the world together. It is fair and just that all children should have access to powerful knowledge.

Our ambition is to erode deficits in cultural capital. Our end goal is for all pupils to succeed, regardless of their starting points. Our curriculum has been deliberately designed to give our children the tools and provision to know more, do more and learn more.