

Living and **Learning** with God by our side.
Whittington CE Primary School

Curriculum Statement



At Whittington CE Primary School we believe in creating a curriculum that inspires all who are exposed to it, in keeping with our vision of a life lived in 'all its fullness' (John 10:10). We follow the National Curriculum, but more than this, at Whittington we bring excitement and passion to our learning by fostering and developing creativity, providing challenging tasks and giving children the opportunity to present their learning in a variety of exciting and meaningful ways.

We want to bring learning to life, whether it is indoors or outdoors, on-site or off-site, with an emphasis on learning which is engaging and has a purpose.

Joined-up thinking is encouraged through the application of skills and knowledge across the curriculum. Children see skills as transferable and understand the purpose of their learning. We encourage the inquisitiveness needed to develop skills and aptitudes to solve problems. As a result, children are fully engaged in learning and excited about what they learn. They are prepared to succeed and embrace change with confidence, understanding the skills and learning potential that they have.

We strive to create a curriculum that will enable our children to develop not only their academic skills but also their social and cultural skills. Through staff working together, we have made careful choices about the experiences we want the children to have and how to build on these over time across the curriculum. We aim to make the most of what we have locally and have created links throughout our history and geography units to local people, businesses, charities and areas.

We encourage our children to be reflective practitioners who think about not only what they have learnt but how they went about it and the skills that they used. We encourage children to share

knowledge, teach others and to surprise and amaze us with what they know. Our children see everyone as a possible source of information and value and respect others' ideas whether that person is the teacher, teaching assistant, a member of our school community or another child in the class.

Children's School Journey at Whittington begins in Reception, where they can expect to be fully engaged in learning from their first day of school. Teaching staff plan and deliver a curriculum which is tailored specifically for our children – based on their interests, relevant events (such as festivals, seasons) and needs. This process continues throughout the year following a cycle of intent, implementation and impact. The impact of our curriculum is continually monitored carefully both formally and informally to ensure all of our children are making progress to meet the Early Learning Goals by the end of the Reception year.

In our Key Stage 1 and 2 classes, the children continue their learning journey through accessing the wider curriculum through carefully planned topics delivered through discrete lessons in Science, RE, PE, Music, Geography or History and Computing. Sometimes lessons are taught in weekly blocks to better ensure continuity, progression and consolidation of their learning. KS1 children continue to have daily phonics lessons to extend their knowledge of letter sounds and deepen their understanding. Across KS1 and KS2, English and Maths interventions are in place to support children who have been identified as having gaps in their learning via ongoing summative and formative assessments. Interventions are tailored to meet individual needs and are timetabled to ensure that children do not miss out on any of their whole class learning, generally taking place during SODA time and during Child Initiated time in the afternoon for KS1 and during SODA, reading / times tables slots in KS2. We aim to make the learning relevant to the children's experiences as well as fun and hands-on where possible and encouraging children to be independent learners through all aspects of school life.

Teacher use a mixture of whole class teaching and individual and group activities within their lessons. Children have opportunities to work by themselves, in silence, and in groups with the help of their friends.

As part of the way that we prioritise curriculum at our school, we use specialist teachers at Whittington CE Primary School for some subjects. We have SLE's (Specialist Leaders in education) in PE, RE and MFL and we have peripatetic music teachers for children in KS2 to learn a musical instrument.

Core Christian Values and Learning Expectations

We are committed to the Christian Ideal and to ensuring that our children to go into the wider world as well rounded and happy, aspirational and forward thinking, responsible citizens who uphold the strength of our Christian values and remain lifelong learners. As a community we are all responsible for this.

An important part of this process is for our children to understand our core Christian values. While learning at school, children will be making links with our values and how they fit into the wider world.

Parents play a very important role in reinforcing this as values don't finish when children go home at the end of the day. The school community's role is to help our children make the links between what goes on in their lives outside of school and the behaviours that we are encouraging the children to develop inside of school.

We understand that the way children are learning today is very different to how some of us adults learned at school, and that change isn't always easy, but it's important that we navigate this journey together. Children can be so confident and articulate about their own learning and it is really important that you help to encourage this outside of school as well.

<p>Love – we treat others as we would want to be treated, in the way of Jesus Christ. 'Love is patient, love is kind.' (Corinthians)</p>
<p>Honesty – we are truthful, with a strong moral principle 'Blessed are the pure in heart.' (Matthew)</p>
<p>Courage – we embrace new and challenging experiences 'Be courageous; be strong.' (Corinthians)</p>
<p>Quality – we try our best in all that we do 'Let's not get tired of doing what is good' (Galatians)</p>
<p>Community - we help each other to learn 'And let us consider how we may spur one another on toward love and good deeds' (Hebrews)</p>

These are the principles that drive our behaviour.

The 3 I's at Whittington CE Primary School

INTENT – Long Term Plans underpinned by subject vision. Produced by staff to ensure that National Curriculum requirements are met and that our school curriculum enriches our offer.

IMPLEMENTATION – Medium Term Plans which show how the subject vision is delivered. Produced by both teachers and subject leaders to ensure Progression from year group to year group, building on prior learning.

IMPACT – Knowledge Organisers show what the children have learnt. These then filter into assessment systems and subject monitoring.

Links with other Curriculum areas

Wherever cross-curricular links can be made meaningfully, teachers will plan to co-ordinate them. If a unit has no natural curriculum links, it will be taught discretely.

Assessment

We make informal assessments of children's work as we observe during lessons. Feedback is given during and after lessons, with the aim to give children feedback as close to the learning as possible. All written work is acknowledged and verbal feedback is a priority.

At the end of each unit of learning, teacher make a judgement against expectation. This is then used to plan future work and to identify and plan for children who require additional support to meet the expectation.

These assessments are kept by class teachers and are passed on to new teachers as a child moves through school.

Evidence of learning can be found in curriculum books, in class Floor Books, on Class Dojo and in displays.

Reporting

We issue annual reports to parents that include statements regarding progress and attainment. We also share work through community celebration, Curriculum Mornings, Open Days, Class Dojo and the school website.

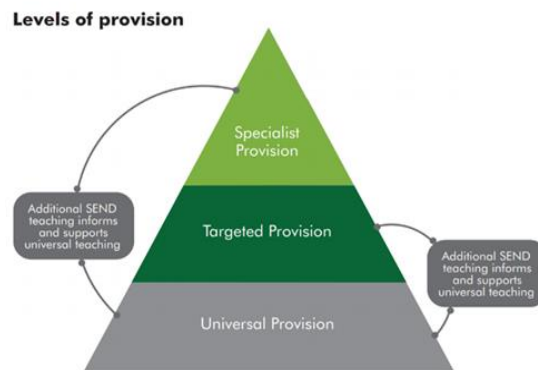
Monitoring and Evaluation

Professional Development meetings support School Development priorities, based on our Curriculum goals. Subject leaders have regular CPD and report back to other staff. Each curriculum subject has a dedicated monitoring day, with the subject leader and curriculum leader working together to undertake:

- Work review
- Planning review
- Child Voice discussion
- Staff Voice discussion
- Assessment review

All staff are given formal and informal feedback and governors are provided with a written overview.

Levels of Provision



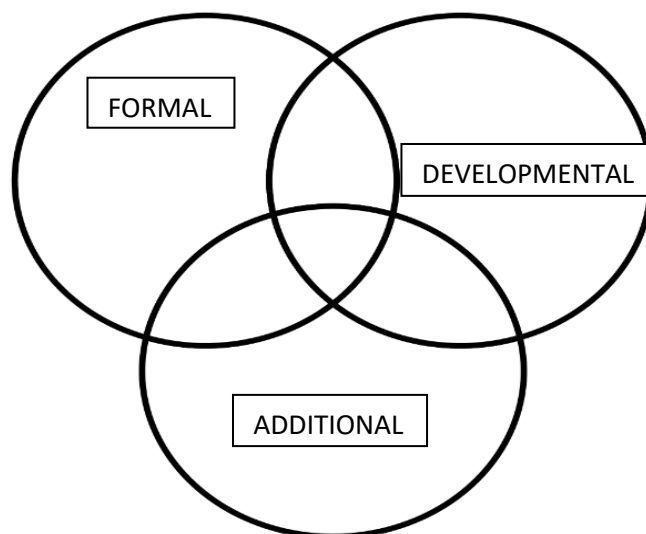
We have designed a **3-part curriculum design** model, that supports our levels of provision.

Formal Curriculum refers to the age appropriate broad and balanced curriculum that the school provides for all pupils, as part of the Universal Offer. This will be the relevant Key Stage of the National Curriculum.

Developmental Curriculum refers to a developmentally sequenced, small steps curriculum which underpins the formal curriculum and tracks concepts back to the child's individual level of cognition.

Additional Curriculum refers to all of the therapeutic and supportive elements required to promote independence and ensure that the child is available for learning.

In devising the **additional curriculum**, external partners are utilised to both supporting individual pupils with sensory diets and to help design pedagogy to support learners.



Subject Visions

English

Good literacy skills empower children to become the confident learners we strive for. Through the English curriculum, pupils experience the integral aspects of speaking, listening, reading and writing through a variety of purposeful work enabling effective communication and creative thinking. A wide range of high quality texts are used to inspire a love of reading which in turn develops a broad vocabulary and a secure understanding of a variety of text types. Children will become fluent readers, writers and oral communicators enabling them to learn successfully across all subjects

Maths

Mathematics is a creative and highly inter-connected area of the curriculum, which is essential for everyday life. Children's knowledge and understanding of how mathematics is used in the wider world is broadened by making rich and varied real life connections. Children develop their procedural fluency and their conceptual understanding along with an ability to reason mathematically. Children should leave our school with a positive and resilient attitude towards mathematics and an appreciation of the beauty and power of the subject which is rooted in success and the knowledge they have developed.

Science

At Whittington, we strive to provide a high quality and engaging science curriculum which encourages and enables all of our children to explore and discover the world around them, sparking their curiosity so that they develop a deeper understanding of our world and beyond. STEM subjects are already important industries in the modern world – children are growing up in a world that requires scientific literacy and critical thinking skills. We aim to help children grow into future citizens, who are confident to embrace new challenges and opportunities. Our Science curriculum teaches both substantive knowledge and disciplinary knowledge. Children will also learn and encounter key scientific vocabulary and 5 key elements of scientific enquiry. High quality science teaching equips our children to generate and answer their own questions through investigation, observation and research. At Whittington, we strive to maintain a high profile of science – teachers help children to make meaningful links between classroom learning and the real world in order for children to flourish.

R.E.

As a Church of England school, Religious Education (RE) is a highly valued subject that enables our children to understand how religion and beliefs affect their lives. In accordance with the Church of England's Statement of Entitlement, Christianity forms two thirds of our Curriculum, with one third ensuring that pupils learn about other faiths and world views.

Our spiral curriculum provides children with the opportunity to explore and revisit core Religious concepts and beliefs. Opportunities for children to reflect are woven into the curriculum so as to develop and deepen their ideas in relation to their understanding of religion and belief, including their own responses.

PSHE

The PSHE curriculum is delivered under three core themes; health and wellbeing, Relationships and living in the wider world. Pupils will develop assertiveness and skills of negotiation, conflict, resolution and to be able to express their feelings whilst being aware of their impact on others. Issues of children's personal safety should be addressed and children also need to develop their role as a sensible consumer.

PSHE includes aspects of school life that go beyond the classroom e.g. friendships, cultures and coping with change. These are as important as those planned for in the classroom. Both complement each other and through the breadth of opportunities offered to our children, pupils will be encouraged to make choices and decisions in the issues which affect our lives.

Relationships, Sex and Health (RSE)

'So God created humankind in his image, in the image of God he created them.' (Genesis 1:27, NRSV)

'I have come in order that you might have life—life in all its fullness.' (John 10:10, GNB)

An age-appropriate provision of RSE is provided to our children, ensuring that it is delivered in a sensitive manner. Our curriculum protects, informs and nurtures all pupils. RSE is vital for forming healthy relationships, making responsible and safe choices and navigating the complex issues that children will face in today's society. We ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions.

History

At Whittington, we understand that History fires children's curiosity and through our high-quality history curriculum we aspire to nurture our mini historians. Local heritage is at the heart of our learning; we feel children should understand the world around them in order to make sense of Britain's past and that of the wider world. We strive to develop a love for history by providing the children with the crucial skills of enquiry, to think critically and develop perspective and judgment. We ensure children develop a coherent knowledge and understanding of the past so that they can understand the present and the future.

Geography

At our school we understand that an innovative and inspirational Geography curriculum helps to provoke and provide answers to Children's questions about the world around them. We develop a love of geography by nurturing children's curiosity in both their immediate surrounding and in places and environments in the wider world. Investigative, research and analytical geographical skills learnt, promote the children's understanding of places, people, resources and environments. Through understanding geography and the complexity of our planet, we believe that our children will develop respect for the physical environment and the diverse range of cultures and beliefs that make up our wonderful world.

Art and Design

Art and design embody some of the highest forms of human creativity. A high-quality art and design education will engage, inspire and challenge children, equipping them with the knowledge and skills needed to experiment, invent and create. As children progress, they should be able to think critically and develop a more technical and thoughtful understanding of art and design and its impact of the wider world. Children should learn how art and design both shapes and reflects our history and contributes to culture and society. Children should leave our school inspired to enjoy, make and appreciate art and design as lifelong learners.

Design and Technology

Design and Technology (D&T) encourages children to work as individuals or as part of a team, considering the needs of the task and those undertaking it. It is a practical subject that requires imagination, design, and engineering to make real products that solve real problems in a variety of contexts. Children learn to take risks in safe, innovative and resourceful ways. Children learn about the changing world around them and how technology affects this change.

PE

PE and Sport are at the heart of life at Whittington CE Primary School. Our vision is for all children to experience excellent physical education, school sport and physical activity that will lead to life-long participation, enjoyment and health. Our PE curriculum aims to ensure that all pupils develop the fundamental skills and competence to excel in a wide range of physical activities and develop physical literacy that allows children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. There will be opportunities for children to take on leadership roles in which they can build character and embed our school values through sport. A high quality physical education curriculum – built upon participation and competition - can inspire all pupils to succeed and excel in sport and other physically demanding activities. We offer a wide range of intra and inter school competitions, which provide opportunities for children to participate in competitive sports and activities both in and beyond the curriculum.

Languages

High quality languages provision within primary education is essential. The acquired skill set not only assists with native language proficiency, for example in the use of grammar, but also aims to encourage a more global approach to life. Learning a second language paves the way for better cultural understanding and should provide a vehicle to explore and express feelings and opinions. A cross curricular approach is vital and children at Whittington are encouraged to learn through creative approaches. Achievements are celebrated and our children move to secondary school happy, confident and with a solid base for future study.

Phonics

At Whittington, we recognise that reading is a key life skill and that the ability to read brings life-long pleasure. The teaching of phonics and early reading throughout Foundation Stage and Key Stage 1 is of the highest priority. Our vision is that children quickly become enthusiastic and motivated readers. They have the ability to recognise, blend and segment sounds, in order to read words, as well as reading sight words, in order to become confident, fluent readers, who show a good understanding of what they have read. Our children read a wide range of high-quality genres and texts, promoting a love of literature and an enjoyment of reading for pleasure and for information. We use Read Write Inc. Phonics, which is a structured programme – designed to ensure all children learn to read accurately and fluently.

Comprehensive planning is provided for teachers so they can channel their energy and creativity into teaching fun and engaging lessons. The fundamental skill of reading through a synthetic phonics programme, not only holds the key to the rest of the curriculum but also has a huge impact on children's self-esteem and future life chances.

Computing

Through our computing curriculum we aim to give our pupils the life-skills that will enable them to embrace and utilise new technology in a socially responsible and safe way. We want children to become autonomous, independent users of computing technologies, gaining confidence and enjoyment from their activities. We want the use of technology to support learning across the entire curriculum and to ensure that our curriculum is accessible to every child. Not only do we want them to be digitally literate and competent users of technology, we want them to also develop creativity, resilience and problem-solving skills by learning how to be 'computational thinkers'.

Music

Our music curriculum aims to inspire a lifelong love of music in all students. We believe that music should be a joyful and inclusive experience that celebrates cultural diversity and fosters creativity. Through a combination of singing, playing instruments, composing and listening activities, students will develop a deep understanding of music theory and the ability to express themselves through music. We strive to provide opportunities for students to perform in a variety of contexts, including concerts, assemblies, and community events, which will build their confidence and self-esteem. Ultimately, our vision is for every student to leave primary school with a strong foundation in music and a passion for continued musical exploration and learning.

Forest School

During a Forest school session children are allowed to work at their own pace. A visit to Forest school will stimulate curiosity, motivation and desire to learn through a hands on learning experience. The repetitive nature and routine that is embedded allows the children to build their confidence and self-esteem. Children can freely explore their environment and grow in assurance by taking responsibility for their own learning. They are supported to manage risk which is appropriate to their age, make their own choices and initiate their own learning. Through a wide range of activities children develop holistically becoming resilient, independent and creative learners that can problem solve and have a deeper understanding and relationship with the natural environment.

If you require further information, we would be delighted to speak to you about our curriculum and the learning opportunities that we provide.



Headteacher

Chair of Governors

