

## **Winslow Church of England School Curriculum Intent and Implementation Plan**



**Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning. This Christian vision drives and shapes all we do, including our curriculum.**

### **Community**

Every child and adult is recognised as a unique individual, with their own particular gifts to share within our loving and inclusive school community. However, we also strive to keep looking outwards, understanding and appreciating our place in the local and global community. Each child is helped to achieve their full potential, regardless of their background, so that they are equipped to take their place in an increasingly diverse world.

### **Communication**

Clear communication is vital. We recognise how important it is for all our children to build a rich vocabulary, to help them comprehend what they read and also bring their writing to life across the curriculum. Having built the confidence of our youngest pupils through phonics, each child is introduced to the wonderful world of reading. They are exposed to high quality texts, testing their skills of decoding and comprehension through 'Accelerated Reader' quizzes and learning to think like an author, as they explore language and intent through regular 'Book Talk' sessions. But communication is more than just words and through informal discussion, Collective Worship and formal PSHE lessons, all pupils understand the school's high expectations of their behaviour, showing respect to all the community.

### **Curiosity and Courage**

At Winslow Church of England School, we help each child learn to value themselves, but also to appreciate difference. Coming from diverse backgrounds, we help every pupil develop the positive attitudes and life skills needed throughout their life. Within a safe learning environment, teachers seek to cultivate skills such as personal resilience, perseverance and team work, the 'growth mind-set' needed to promote responsibility for learning and future success. Children leave Winslow Church of England School with a sense of belonging to a close-knit, caring community, self-belief and a recognition of how they might be a force for change in the wider world.

### **Compassion**

At the heart of our life together in school is a desire for all our pupils to become compassionate and caring towards those around them. We recognise that children need to be in the right 'head-space' to access their learning and so we provide the necessary support to help all pupils make the right choices. Pupils understand that some of their friends struggle with behaviour and need extra help and care to overcome difficulties. Year 6 pupils are trained as peer mentors and some pupils are paired with an adult mentor, providing a 'go to person' with whom anxieties can be shared.

Whilst the National Curriculum forms the basis for our curriculum, we have designed our curriculum carefully to ensure that that is built on an in-depth knowledge and understanding of our children. We understand the importance of building cultural capital, enabling our children to benefit from the best that has been said, thought and done in the wider world. Therefore, our curriculum is enriched

by a range of visits, visitors and experiences, which our skilled teaching staff plan in, to ensure that children can identify and apply curriculum links and concepts.

Our curriculum allows for fundamental key skills in maths, reading, writing and spoken language to be revisited regularly, and then embedded over time, ensuring that knowledge and skills can be applied in a range of contexts and will remain in children's long-term memory to be built upon in the future.

### **Implementation Plan**

Our Curriculum is implemented with our Vision, Intent and Values at the heart of all we do. It is also based on evidence from principles of learning, on-going assessment and organisation and cognitive research.

These main principles underpin this:

- Start from a learner's existing understanding.
- Involve the learner actively in the learning process.
- Develop the learner's overview, i.e. metacognition – this requires that students have a view of the big picture, understand what effective learning looks like, and can also self-assess. (EEF Metacognition and Self-regulation of learning).
- Emphasise the social aspects of learning (i.e. learning through discussion) as these make a unique contribution to learning. (EEF research Collaborative Learning).

### **Implementation Curriculum Overview**

- Progression grids, overviews and end points are produced for each year group ensuring clarity of coverage with a strong emphasis on progression of knowledge and skills.
- Carefully selected enrichment opportunities are key to providing all pupils with rich experiences to enhance their learning. These experiences are reviewed annually as part of our curriculum review.
- The use of Knowledge Organisers provide transparency within the curriculum - an overview of pre-teach content and a means of tracking knowledge, skills and understanding of concepts which are regularly re-visited in the form of a variety of retrieval exercises. This regular revisiting enables knowledge to be committed to long-term memory.
- Monitoring takes place on a regular basis and is supported in school by the Governing Body.
- There are link Governors who visit their subject leader, supports in deep dives and reports back to the LGB on the progress in that subject.
- Our curriculum is reviewed regularly (at least annually) by Governors, SLT, Subject leaders and teachers. This ensures that it remains relevant, ambitious and that all component parts are as logically sequenced and fit for purpose as possible.
- Developing an understanding of the fundamental British values infiltrates all aspects of the curriculum and Collective Worship themes.

### **Implementation of Teaching and Learning**

- We have the highest of expectations for ALL learners.
- Teachers begin all lessons by sharing the big picture with pupils, which includes sharing end points and links to previous and future learning.
- Teachers have excellent subject knowledge and are supported to maintain and improve this knowledge through training, observing best practice and undertaking relevant research.

- The teaching of key vocabulary is a primary feature in all curriculum areas, with explicit instruction, modelling, scaffolding, pre-teaching and an expectation that it is used in spoken and written outcomes.
- Subject leaders provide colleagues with support for planning, resourcing and teaching.
- Lessons incorporate modelled examples; scaffolding, key vocabulary, retrieval practice and, over time, revisit teaching, knowledge and skills.
- Materials within lessons are broken down into manageable 'chunks' to ensure that learning is easier to access and retain in the working memory.
- Lesson materials are chosen to add value to pupils' learning, and wherever possible, teachers go back to the highest quality source material for a curriculum subject.
- High quality texts are used across the curriculum, to ensure that children are exposed to a wide range of vocabulary, this will include high quality fiction, non-fiction, poetry and academic texts.
- Leaders ensure that teaching is sequential with teachers ensuring that knowledge and skills are taught in a logical and progressive order.