



Winslow Church of England School

Curriculum Intent and Implementation Plan

Curriculum Intent

At Winslow Church of England School, our vision is **‘Let your light shine’**. The rainbow symbolises God’s unconditional love for every individual. We seek to reflect that light in all we do: in our community, both local and wider; in our communication, through word and action; with curiosity and courage; and with care and compassion for everyone, inspiring a lifelong love of learning. This Christian vision drives and shapes all aspects of our curriculum.

Our curriculum is ambitious, inclusive and designed to enable every pupil to flourish. We are committed to the principles of **equality, diversity, inclusion and belonging**, ensuring that all pupils, regardless of their background, identity, ability, additional need, faith, ethnicity, language, gender or family circumstance, are valued, respected and supported to achieve their full potential.

The curriculum reflects the diversity of modern Britain and the wider world. Through carefully planned learning experiences, pupils develop the knowledge, understanding and skills needed to become respectful, compassionate and active citizens who recognise and celebrate difference, challenge discrimination and contribute positively to society.

Community

Every child and adult is recognised as a unique individual, with their own gifts, strengths and aspirations. We strive to create a culture of belonging where every member of our school community feels valued, respected and represented.

Our curriculum promotes equality of opportunity and seeks to remove barriers to participation and achievement. We have high expectations for all pupils and are committed to ensuring that every learner, including those with Special Educational Needs and Disabilities (SEND), disadvantaged pupils and those who may be vulnerable to underachievement, can access and succeed within the full curriculum.

Pupils are encouraged to understand their place within local, national and global communities. They learn about diverse cultures, experiences, beliefs and perspectives, developing empathy, respect and an appreciation of the rich diversity that strengthens society.

Communication

Clear communication is vital to learning, inclusion and participation. We recognise the importance of developing strong language, literacy and communication skills to enable pupils to access the curriculum and express themselves confidently.

Through high-quality teaching, explicit vocabulary instruction and carefully chosen texts, pupils develop the language needed to think critically, communicate effectively and engage with a wide range of perspectives and experiences. 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. Texts and learning materials are selected to reflect diversity and provide both "windows" into the lives of others and "mirrors" in which pupils can see themselves represented.

Communication extends beyond language acquisition. Through discussion, collective worship, PSHE, Relationships Education and wider curriculum opportunities, pupils learn to listen respectfully, value differing viewpoints and communicate with kindness, respect and integrity.

Curiosity and Courage

At Winslow Church of England School, we help every child to value themselves while appreciating and respecting the uniqueness of others. We actively promote understanding of diversity and inclusion so that pupils develop positive attitudes towards difference and challenge prejudice and stereotypes.

Within a safe and supportive learning environment, pupils are encouraged to be curious about the world, ask questions, think critically and engage with different perspectives. They develop resilience, perseverance, independence and teamwork, alongside the confidence to stand up for what is right and contribute positively to their communities.

Children leave Winslow Church of England School with a strong sense of identity, belonging and self-worth, together with the knowledge, skills and values needed to thrive in an increasingly diverse and interconnected world.

Compassion

At the heart of our school community is a commitment to care, compassion and mutual respect. We recognise that children learn best when they feel safe, valued and understood.

We are committed to inclusive practice and early identification of need. Support is provided through a graduated and responsive approach, ensuring that pupils receive the right support at the right time. We promote understanding of individual differences and encourage pupils to show empathy towards others.

Pupils understand that everyone learns differently and that some individuals may require additional support or adjustments. Through pastoral support and strong relationships, we help pupils develop compassion, understanding and responsibility towards others.

Curriculum Design

Whilst the National Curriculum forms the basis of our curriculum, it is carefully designed around the needs, strengths and experiences of our pupils and community.

We are committed to building cultural capital and broadening horizons by ensuring that all pupils have access to the knowledge, experiences and opportunities they need to succeed. Our curriculum is enriched through educational visits, visitors, performances, community partnerships and first-hand experiences.

We are further developing curriculum opportunities that enable pupils to understand, appreciate and respect diversity. Across subjects, pupils encounter diverse voices, histories, achievements, cultures, faiths and perspectives. They learn about equality, inclusion, protected characteristics and the importance of treating others with dignity and respect.

Our curriculum promotes:

- Equality of opportunity for all learners.
- Representation and celebration of diversity.
- Inclusion and belonging.
- Respect for different cultures, beliefs and identities.
- Fundamental British Values.
- Spiritual, Moral, Social and Cultural (SMSC) development.
- Preparation for life in modern Britain.

Fundamental skills in reading, writing, mathematics, spoken language and communication are revisited regularly and embedded over time, enabling pupils to apply knowledge and skills confidently across the curriculum and retain learning in their long-term memory.

Implementation Plan

Our curriculum is implemented with our vision, values and commitment to inclusion at its heart. It is informed by evidence-based practice, including current DfE guidance on Inclusive Education and EEF guidance on Effective teaching, SEND and Metacognition.

Core Principles

Our implementation is underpinned by the following principles:

- High expectations and ambition for every learner.
- Inclusion through quality first teaching.
- Early identification and responsive support for pupils with additional needs.
- Equality of access, participation and achievement.
- Learning that builds upon pupils' prior knowledge and experiences.
- Active engagement in learning.
- Development of metacognition and self-regulation.

- Explicit teaching and effective scaffolding.
- Collaborative learning and purposeful classroom discussion.
- Adaptive teaching that removes barriers without lowering expectations.
- Strong relationships and a sense of belonging.

Implementation: Curriculum Overview

- Progression documents, curriculum overviews and end points ensure clarity, coherence and progression of knowledge and skills for all learners.
- Curriculum content is regularly reviewed to ensure it remains ambitious, relevant, inclusive and representative of diverse communities and perspectives.
- Carefully selected enrichment opportunities provide all pupils with rich cultural experiences and broaden understanding of the wider world.
- Knowledge organisers support accessibility, retrieval practice and long-term retention of key knowledge.
- Subject leaders monitor curriculum implementation to ensure equality of access, inclusion and high standards across all groups of pupils.
- Governors monitor the impact of curriculum provision, including outcomes and participation for disadvantaged pupils, pupils with SEND and other identified groups.
- Fundamental British Values, equality, diversity and inclusion are woven throughout curriculum content and Collective Worship themes.

Implementation: Teaching and Learning

- We have the highest expectations for all learners and maintain ambitious outcomes for every pupil.
- Teachers share the purpose of learning, making links to prior and future learning.
- Adaptive teaching is used to ensure that all pupils can access learning successfully while maintaining high expectations.
- Teachers use assessment effectively to identify barriers, inform planning and provide timely support.
- Explicit instruction, modelling, scaffolding and guided practice support all learners, particularly those who may require additional support.
- Vocabulary development is prioritised across all curriculum areas through direct teaching, repetition, pre-teaching and meaningful application.
- Subject leaders provide professional development and support to strengthen inclusive classroom practice.
- Learning is carefully sequenced and broken into manageable steps to reduce cognitive overload and support retention.
- Teachers use retrieval practice and regular review to strengthen long-term memory.

- High-quality and diverse texts, resources and source materials are used to ensure pupils encounter a broad range of voices, perspectives and experiences.
- Leaders ensure that curriculum content is taught sequentially, progressively and inclusively so that every pupil can achieve success.

Through these approaches, we aim to ensure that every child experiences a curriculum in which they are represented, valued, challenged and supported to flourish academically, socially, emotionally and spiritually.