

Wincheap Foundation Primary School Curriculum (January 2024)

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Wincheap Foundation Primary School Curriculum Policy (January 2024)

Developing skills for life and celebrating individuality

Wincheap Foundation Primary School has a strong commitment to raising standards and helping all pupils to succeed. Our curriculum is underpinned by an understanding that children are unique in their needs and circumstances, and is designed to provide an exciting variety of fully inclusive learning opportunities to develop their knowledge and skills. Experienced staff ensure that learning is engaging and memorable, and fulfils our core vision and values. Through our curriculum we aim to:

- provide a happy, safe and secure environment and positive ethos, with exciting and stimulating opportunities
- ensure that our inclusive, creative and enriched curriculum reflects the needs of each of our children, enabling them to make the best possible progress whilst nurturing their talents
- acknowledge and celebrate efforts and the achievements of all
- develop resilience and self-esteem and promote an awareness of social, emotional and physical health and well-being
- provide children with the skills to learn and to foster a sense of confidence, independence and responsibility
- teach children how to be responsible citizens by encouraging appropriate social skills and values
- cultivate a passion for life-long learning amongst all
- provide opportunities for parents to have an active and supportive role in their child's education and to promote links with the wider community.

Intent

Our curriculum principles reflect our values, the context of our school and the needs of our children. Wincheap School has a very mixed catchment area and caters for families with a wide range of social and educational backgrounds and expectations. A significant proportion of pupils are eligible for Pupil Premium funding and the experiences and opportunities for learning our children have outside school are very varied. A significant number have poor language skills on entry. Our specialist Speech and Language Department (SLD) has places for 20 pupils with EHC plans for speech, language and communication difficulties, and in addition, we have a number of pupils with a wide range of special educational needs and/or disabilities (SEND) in mainstream. Wincheap has a wholly inclusive attitude, and our curriculum intent centres on the provision of a rich curriculum that meets the needs of all.

We firmly believe in the importance of providing a broad and balanced curriculum where all subjects are valued, and we are committed to equipping pupils with a breadth of knowledge and skills in all subject areas. Our aim is that they enjoy the richness and fun of learning within a variety of different learning approaches.

Our focused topic-based approach to learning across the whole curriculum is designed to enable pupils to make connections and strengthen their learning. Subjects are taught within overarching topics, but with a strong focus on the acquisition of knowledge and skills appropriate to each individual subject. Our curriculum has been developed with subject leaders to ensure that it develops pupils' knowledge, understanding of concepts and vocabulary sequentially year on year in all subjects to enable strong progression for all. We have very high expectations for all pupils to succeed to their full potential across the whole curriculum so they are ready for the next stage of their education at each transition point. This includes those with SEND, vulnerable groups, children in reception and pupils in the SLD.

Every pupil's progress across the curriculum is tracked in all year groups so we can carefully support where needed or nurture potential for high achievement in each subject area. The curriculum starts in the foundation stage at Wincheap, where children follow a curriculum consistent with that in all year groups which enables them to build their knowledge across all 7 areas of learning.

Our cross-curricular approach draws on the opportunities provided by the historical and geographical richness of Canterbury and the Wincheap area, to deepen children's subject knowledge and understanding of the cultural heritage of the area in which they live. We aim to bring classroom learning to life by regular visits and trips, enabling deeper understanding of events in history and the way the landscape has been shaped over time by local and national events.

We adapt topics to tailor learning and meet the needs and interests of all our pupils. The use of Cornerstones as a framework to support delivery of our creative curriculum and the wide variety of projects and learning opportunities it provides, enables us to give all pupils a rich breadth of experiences extending or complementing those they may have outside school, whatever their background. This approach allows many opportunities for parents to share their children's learning and successes, building strong home-school partnerships to support progress.

Our curriculum is designed to promote the development of pupils' language and literacy skills, their early reading and vocabulary to enable them to access all areas of the curriculum. The thematic approach enables teachers to make links between the wider curriculum and English giving pupils powerful opportunities to read and write in meaningful contexts and for a real purpose. This has proved to be successful approach at Wincheap with a positive impact on outcomes.

The arts and forest school play a central role in our curriculum, enabling pupils to make links and explore different approaches to learning, giving them opportunities to find varying individual strengths. We believe that they stimulate creativity, imagination and expression, as well as offering enriching experiences and opportunities for pupils to understand and appreciate the creativity of others. Events like arts week and performances form a regular part of our arts-rich provision.

We expose pupils to as many opportunities and experiences as possible to help them develop spiritually, morally, socially, emotionally, physically and academically and develop cultural and community awareness. Teamwork, collaboration and problem solving are highly valued and actively encouraged. Our curriculum aims to equip pupils with the knowledge needed to keep themselves safe, and to prepare them for life in modern Britain with a sound understanding of fundamental British values, appreciating their place the world, in history, in the environment as well as their potential for the future. A broad range of extra-curricular opportunities complement and further enrich pupils' learning.

Implementation

We follow the programmes of study of the **National Curriculum in England (September 2014)** and the **Early Years Foundation Stage (EYFS)** for all subjects across the whole. We invest in high-quality resources to deliver the curriculum, with experienced staff, specialist learning environments, and practical equipment and resources that support teaching.

In maths, our approach guides pupils through a learning sequence of 'concrete, pictorial, abstract' based on the Singapore method of mastery learning, which aims to develop secure understanding of concepts. The 'Maths No Problem' scheme supports teaching and learning. Pupils learn new concepts initially using concrete examples, then progress to pictorial representations before finally using more

abstract symbols and methods. Lessons and activities use problem-solving approaches to encourage pupils' higher-level thinking. Maths is taught discretely in year groups to cover the programmes of study of the National Curriculum.

In English, the programme of study of the NC is complemented by links to topics, providing opportunities to study a rich range of texts and write for purpose. Teachers read regularly to children from a variety of genres and the works of respected authors to develop vocabulary and comprehension skills. The Literacy Shed Plus schemes and resources support teaching of spelling and grammar. In phonics, we use FFT Success for All, a DfE fully validated programme. Pupils are taught in small groups, following a planned sequence for swift progression, with reading books carefully matched to their developing phonic knowledge.

Our curriculum for history, geography, art and design and design and technology draws on Cornerstones knowledge-rich projects as a framework which we adapt to meet the needs of our pupils. Cornerstones is a nationally recognised creative approach mapped to the National Curriculum and the EYFS statutory framework which provides a rigorous structure for age-related progression of knowledge and expectations for what pupils know and are able to remember and do at the end of each year in these subjects. The framework supports staff in assessing pupils' progress and identifying individual learning needs. Each year group studies three knowledge-rich projects each year, with six in the early years. Projects provide many learning challenges where pupils develop their knowledge sequentially and then apply it creatively to solve problems and express and evaluate their understanding effectively across the curriculum. The Cornerstones resources are all linked to 10 big ideas that provide multi-dimensional interconnected ideas and threads that weave together across the curriculum to allow pupils to build even stronger links in their knowledge and understanding of different subjects.

SMSC and the development of fundamental British values are also at the heart of the Cornerstones projects with learning opportunities carefully woven into each topic. In addition, we use Jigsaw to support a rigorous framework for teaching PHSE and RSE with additional bespoke teaching to meet needs of pupils as they arise. The curriculum in these areas is further enhanced by a wide range of whole school opportunities, including themed days and weeks, links with the community, workshops and assemblies.

RE is taught through the Kent Agreed Syllabus. In computing, we use Purple Mash as a framework to support rigorous progression of knowledge and skills.

Wincheap employs highly experienced specialist teachers for art, forest school and Spanish to ensure high-quality provision in these subject areas. We hold Artsmark Gold, reflecting our commitment to the arts and forest school at the heart of our topic-based curriculum that engages and inspires children inside and outside the classroom. We have purpose-built art and music classrooms as well as a well-established forest school site in our extensive grounds.

Forest school provides opportunities for pupils to apply their current understanding of curriculum topics and develop new knowledge and skills through experiencing the outdoors. Activities are based on collaborative working, encouraging children to solve problems creatively and explore better ways of working using the tools and resources of the outdoors. They learn to appreciate the environment and their responsibility in looking after it for future generations. We believe regular opportunities outdoors promote positive mental health for our children and therefore happier learners.

Arts opportunities are enriched by regular activities such as workshops, Festival on the Field, annual performances at the Gulbenkian theatre and a nativity production. Pupils learn to play musical instruments as they progress through the school, including electric guitar.

Teachers and subject leaders plan for progression with curriculum maps across all subjects and year groups to ensure appropriate development in the acquisition of skills and knowledge. Planning focuses on the needs of the children underpinned by a clear rationale for the teaching of each topic and subject. Teachers work together to plan exciting fully inclusive learning with clear parity across year groups ensuring consistency and progression. Our curriculum is organised through structured long-term plans for each subject. Medium-term planning shows where key knowledge is taught across the school year and short-term plans enable teachers to deliver effective lessons which take account of the individual needs and interests of the pupils in the class. Teachers plan opportunities for home learning as appropriate.

Progress in English and maths is formally assessed three times a year and monitored at pupil progress meetings. Parents receive yearly written reports that include progress towards age-related expectations. In addition, they receive an update on progress after formal assessments.

Extra-curricular activities enrich and extend opportunities for pupils to develop their learning and we provide a rich variety of lunchtime and after school activities. Activities vary from year to year and cover a broad range including sports, dance, drama, music, computing, eco-awareness, writing and creative clubs amongst others. Children have many opportunities to work with other schools and the wider community.

Impact

Our school curriculum is lead, monitored and reviewed regularly by the SLT. It is underpinned by clear and focused school self-evaluation and action planning to ensure that it remains relevant to the needs of our pupils and provides appropriate learning opportunities for all. Regular triangulated monitoring by leaders at all levels ensures that delivery of the curriculum meets our curriculum principles and provides breadth and balance across all subjects and that pupils continue to build on their prior learning.

The impact of our curriculum on the quality of education and pupil outcomes is monitored by regular evaluation of development of pupils' knowledge across all subject areas. The curriculum is the progress model.

Signed.....

Date.....

(Chair of Governors)

Signed.....

Date.....

(Chair of Curriculum Committee)

Signed.....

Date.....

(Headteacher)