**Introduction**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Wellesbourne Primary School.

**Values**

Our school curriculum at Wellesbourne Primary School is underpinned by the values that we hold dear.

We have 5 simple school values which all members of our school community strive to adhere to, these values are based upon the acronym ‘Reach’

**R**is for **Respect** – we believe that everybody should be treated with respect and be respectful to others

**E** is for **Effort** – we all try our best to give 100% effort in whatever we do

**A** is for **Attendance**– we aim to be in everyday and to be one time, if we are not here we cannot learn!

**C** is for **Co-operate** – we try our best to be cooperative, to behave in the correct manner, to be kind and helpful to others

**H** is for **Honest** – we want to be honest citizens this helps us to develop good character and strong self esteem

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Wellesbourne Primary School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England.

**Aims and objectives**

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement. The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.

**Curriculum Intent**

At Wellesbourne Primary School, we believe that children should develop a deep love of life-long learning through the provision of a bespoke, knowledge based curriculum and through consistently high quality teaching.

Through the content and delivery of our curriculum we will remove barriers to learning so that ALL children, including those with special educational needs or disabilities and socially disadvantaged children, are able to make progress across the fundamental knowledge and skills of Reading, Writing and Maths as well as the wider curriculum. Using the National Curriculum as its core, our school curriculum is tailored to the needs of our children to include knowledge of the local area, an appreciation of our place within the wider regional, national and international community, and learning visits and experiences to enhance their cultural capital and understanding of the world.

Progressively planned learning in all subjects enables children to acquire the intended knowledge and skills and to continually revise prior knowledge and build upon it. Challenging opportunities to further apply knowledge are embedded throughout. Our curriculum sets out the knowledge and skills we expect children to gain at each stage of their education at Wellesbourne Primary School. We want our curriculum to inspire children to want to learn more, to provoke children’s intellectual curiosity and to create experiences of awe and wonder. We believe in the power of knowledge to unlock doors in children’s lives and that developing knowledge leads to understanding, and through understanding comes wisdom.

Above all, we aim to ensure that all our children are confident, articulate and effective communicators, are well prepared for the next stage of their education, and have been equipped with the necessary knowledge, skills, attributes and experiences to become well-informed and responsible citizens of the future.

**Curriculum Implementation**

Leaders and Subject Leaders drive the development of subject curriculums. Professional Development to increase teacher subject knowledge and expertise is fundamental to our approach.

Ensuring the children are able to read with fluency and understanding so they are able to access all subject areas takes high priority, as does the focus on expanding the children’s vocabulary. We are consciously aware of gaps in pupils’ vocabulary and strive, through our planning and delivery of our curriculum, to allow all children to become confident and fluent with an extensive range of subject specific vocabulary. We are aware that this will increase their ability to comprehend and enjoy increasingly challenging texts.

The curriculum at Wellesbourne Primary School is designed and taught using strategies to enable children to embed their learning in their long term memories. Clear and well thought out sequences of learning with key assessment tasks ensure that new knowledge and skills build on what has been taught before.

Knowledge Mats provide the structure to learning, specifying key knowledge and vocabulary that we want all children to understand and use fluently. The content of the Knowledge Organisers is chosen carefully, reflecting on prior learning and always considering what we need the children to know and understand to move on and make connections in their learning. Acting as a planning, teaching and assessment tool, the Knowledge Mat makes it clear to teachers, pupils and parents what is expected to be learnt and understood by the end of the unit and within lessons. Subject knowledge, skills and concepts are taught as individual disciplines and English and mathematical skills are effectively promoted across all subjects.

The progress of all children, including those with SEND and those in receipt of pupil premium funding, is closely monitored and the curriculum is designed to ensure that any identified gaps are closed. Assessment is used to embed knowledge, inform teaching and produce next steps for children.

**Curriculum Impact**

The impact for all children at Wellesbourne Primary School, including disadvantaged pupils and pupils with SEND, is that they:

* can confidently recall key knowledge from current and previous areas of learning
* can confidently apply knowledge to their learning across the curriculum
* are confident in using and applying high-level vocabulary
* are articulate and confident to talk about a wide range of topics
* are well-rounded individuals who understand the importance of Christian values and British values
* demonstrate well-developed characteristics of effective learners in that they are curious, independent, imaginative, perseverant, proud and decisive and are able to make links, concentrate and have a go.
* meet or exceed age-related and national expectations
* are well prepared for the next stage of education

Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. Medium term or plans are written to ensure progressions in skills and knowledge across the school. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

**Inclusion & Equality**

Teachers set high expectations for every pupil, insisting on inclusion for all, in accordance with the Equality Act 2010. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child’s parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015].

**The role of the subject leader**

The role of the subject leader is to:

• provide a strategic lead and direction for the subject;

• support and offer advice to colleagues on issues related to the subject;

• monitor pupil progress in that subject area;

• provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

**Monitoring and Review**

The leadership team and subject leads ensure that clear learning intentions are identified in plans and that plans are progressive. They carry out book looks to ensure that children are making individual progress and that they receive consistent and developmental feedback on their work in line with the school’s marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. The leadership team and subject leaders’ feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

**Assessment**

Assessment is carried out by the class teacher and can vary from subject to subject.

Our main form of assessment is formative and comes from teachers careful questioning and task planning.

For non-core subjects pre and post learning tasks are used to gauge children’s prior knowledge and to measure individual progress, the format of these tasks can vary from a series of questions to a drawing or a mind map. (See Assessment and individual subject policies for more information on assessment)

Information drawn from pre and post learning tasks and from looking in books given the subject coordinator and class teacher an overview of the child’s progress and attainment in that particular subject area.

For core subjects the school uses NFER testing, takes part in National Tests in Y1, Y2, Y4 and Y6.