



## Woodlands Primary School Curriculum Statement

At Woodlands, our curriculum has clear educational purpose, is delivered imaginatively to **engage, inspire and enthuse** children, is **broad and balanced** and has measurable educational value. Creative approaches are used to shape a curriculum that meets the requirements of the National Curriculum and contains **substantive knowledge** (the content that teachers teach as established fact), **declarative knowledge** (facts or information that need to be stored in the memory), **disciplinary knowledge and skills**, (understanding how knowledge is established, verified and revised) and **procedural knowledge and skills** (knowledge of methods or processes that can be performed- knowing how to apply declarative facts.) As a school, we do not view the acquisition and application of knowledge and skills in isolation, but as interwoven competences that develop **perseverance & resilience** and ensures that pupils build their knowledge in a **systematic and progressive** manner. It enables children to develop knowledge and skills simultaneously and learning is organised and sequenced within other learning, rather than being presented as consecutive blocks (**spaced interleaving**).

### **Curriculum Intent – what we want our pupils to know and be able to do at each stage within their primary education and beyond**

At Woodlands, we believe it is the needs of children and our school community that should determine the emphasis of what is taught, as well as subject specific content driving the curriculum. It is important that we have the **highest academic aspirations** for our children and that they learn, make excellent **progress** and **achieve** well within our Early Years Foundation Stage Curriculum (EYFS) and the National Curriculum from year 1-6. But it is understood that children need much more than this to become **responsible, kind, tolerant citizens, confident decision makers** and **creative thinkers**. It is our intention that our children understand that learning will make a difference not only to their lives now, but also in the future and as such, is a **lifelong skill**. Our curriculum is purposely designed to ensure progression of skills and knowledge within all subjects and is based on summaries of **educational evidence and research** outlined within the EEF (Educational Endowment Fund) to effectively enhance attainment and wider outcomes for all pupils, at all levels. Having established our '**Curriculum Drivers**', the factors and values that will shape the curriculum, (Possibilities, Enquiry/Knowledge of The Wider World, Community/Diversity and Enterprise) we can ensure that we are able to balance children's needs with the EYFS and National Curriculum, ensuring the content is contextually relevant to the children, fulfils statutory requirements and provides pupils with the '**knowledge and cultural capital**' to succeed in later life. We strive to give our pupils a voice and the opportunity to engage in an array of different issues, current affairs and topics, helping to further shape the curriculum as members of the Woodlands Safeguarding Team, School Council, Eco Council and the Junior Road Safety Team.

## **Implementation – how we sequence, teach and assess our purposefully designed curriculum.**

Our long-term overviews illustrate the specific subject content, based around a **thematic, cross curricular** approach, for each year group. Within the EYFS, these plans form the basis for enquiry-based project work. The plans for all year groups, have been created to ensure both **contextual and thematic connections** are clear, allowing children to develop critical thinking and reflect on concepts and ideas and learn and work together. Our curriculum can be described as both **cumulative** and **spiral** in nature. To ensure that it is **well structured and sequenced**, progression documents, that have been specifically designed by school leaders, allow teachers to **plan with precision**. These documents are **sequenced** to ensure that **progression and balance** is achieved, whilst clearly outlining the **end goals** expected for each subject across the year groups and key stages. By teaching concepts in the context of multiple subjects at once, time is used efficiently allowing opportunity to explore subject content with increased breadth and depth. The curriculum is also enriched with planned experiences, visits, assemblies, curriculum theme days, outdoor learning, sports, clubs and workshops.

We foster in our classrooms, a climate where children are seen as active and involved in their learning, engaging with materials and lines of enquiry that enable them to incrementally build their knowledge, skills and understanding. Teachers create rich contexts of discovery so that pupils enhance their learning; about themselves and the wider world. Themes are not abstract or too far removed from children's experiences and staff ensure that content relevant and accessible to all of our children. Our pedagogical approach enables staff to track pupil understanding of knowledge and the progression of skills, allowing for **repetition and rehearsal** of concepts year upon year, ensuring learning is meaningful and long lasting. This ensures children have opportunities to **build on and develop** previously taught skills, when new learning is introduced. The links are taught explicitly and teachers use **retrieval practice** in each lesson (the children know this as AFL), to ensure **teaching is adaptive** so that all children are supported or challenged as appropriate. This helps improve children's **memory and recall**, leading to a more confident application of skills and an increased ability to transfer existing knowledge to new concepts and new situations. Leaders ensure that lessons are planned and taught **systematically and consistently** for example, reading is taught across school using proven strategies that have accelerated progress and ensured reading attainment, in all key stages, is good or better. Where gaps in learning are identified or where it is clear that children are not 'keeping up', effective, **rigorous interventions** are quickly implemented to ensure **rapid progress** so that all children can attain and achieve. Teachers skillfully encourage children to use additional **meta cognition strategies** such as checklists, knowledge organisers, modelling, thinking aloud, evaluating and editing work and supportive questions. We work to develop a growth mindset for all our pupils, so that they believe that their 'brain power' can be developed, as this leads to increased effort and is associated with the development of self-efficacy and resilience, which we recognise as important in all facets of life, **leading to higher academic achievement**. All staff work closely with the Inclusion Team to identify and implement strategies and targeted interventions that support our most vulnerable pupils. For a small minority of pupils, this may involve them working separately from their main class group, in a smaller group throughout the day in order to accelerate learning, develop social and emotional skills and maintain positive mental health and wellbeing.

As members of a curriculum team (STEM, Wellbeing, Arts and Culture), subject/phase leaders, SLT and governors monitor lesson plans, moderate pupil work and conduct learning walks. This supports the **evaluation** of their subject, enables them to provide training, support and resources to colleagues and identify priorities for improvement. In addition, **reliable data** generated from end of unit assessments, standardised tests and teacher assessments, enables teachers to form triangulated judgements that are used to evaluate current attainment, curriculum coverage and content and shape future learning. This information is then used to form the basis of the School Development Plan.

**Impact - the extent which our pupils have learnt what we intended them to learn and how we know this.**

At Woodlands, the SLT, staff and governors are proud of the children's **achievements**, both academically and pastorally. Standards at Woodlands continue on an **upward trajectory**. Monitoring, learning walks, book scrutiny, triangulated assessments, pupil voice and parent questionnaires evidence:

- **Outcomes that are consistently in line, or better** than national expectations for Phonics, Reading, Writing and Maths, across all key stages.
- The majority of pupils make **good or better progress** during their time at Woodlands.
- Children's **attendance is good** and pupils enjoy coming to school.
- Children speak about their learning **articulately and enthusiastically**, making links between subjects, discussing how new learning build on prior learning, and demonstrating how learning is **meaningful and long lasting**.
- Children can describe how the curriculum teaches **British Values** and how everyone is treated equally at Woodlands. They can talk about how the curriculum teaches them to be **accepting and tolerant individuals** and how they are becoming increasing **resilient**.
- Children know that school is **safe** place to be and how **consistent behaviour** management systems help to support them to manage their own feelings and behaviour; they know what to do on the rare occasions that bullying may occur and how it is successfully dealt with.

We understand that our children learn better when their interests and fascinations are allowed to flourish, where they are encouraged to explore subjects in a variety of ways and are viewed in terms of their strengths, not their weaknesses. Our pupils make more effective use of creative approaches to learning, that are integral to everyday teaching, ensuring they have opportunity to develop knowledge, skills and understanding for both core and foundation subjects, expressing these in a range of different ways and media. Teachers confidently encourage pupils to make connections across traditional boundaries, link conceptual learning, speculate constructively, maintain an open mind whilst exploring a wide range of options, and reflect critically on ideas and outcomes. As a result, pupils' ability to work collaboratively to solve problems is embedded and ensures **the best possible outcomes for all**.

# Woodlands Primary and Nursery School- Curriculum Drivers

## Possibilities

- inspire - why stop dreaming when you wake up?
- inspiring children to broaden their horizons through exposure to a wide range of life possibilities;
- encouraging enterprise;
- teaching financial awareness and responsibility;
- looking at different opportunities and career prospects and meeting people who do different jobs;
- investigating global and social mobility;
- being inspired to travel.

## Enquiry/Knowledge of the World

- coverage of the National and the School Curriculum;
- participation in our Local Community;
- promoting cultural awareness and celebrating diversity;
- relating learning to real life contexts;
- investigating the impact of important individuals in our world;
- discovering how and why things work;
- environmental awareness;
- using technology and connectivity

## Community/Diversity

- inclusion
- acceptance
- celebrating difference
- development of emotional literacy
- ability to empathise, experience positive relationships and develop a sense of justice
- belief that a community, including a school community can enhance and change lives

## Enterprise

- a learning ethos for our pupils that will establish life-long learning skills and behaviours.

- it is our aim that children will take on challenges and learning experiences for their inherent intrinsic value.
- self-motivation and self-management.
- Children enjoy learning and take pride in their efforts.
- From the earliest age our school encourages a culture of independent thinking and learning skills which are praised and valued.

## **Addendum in response to COVID-19**

### **June 2020**

#### **Woodlands Recovery Curriculum**

Recovery is about rethinking our values, not just rewriting our lesson plans - Mary Myatt, 2020

It is widely acknowledged, that educational settings cannot just 'pick up exactly where they left off' following school closures to the majority of pupils, as a result of COVID-19. It is understood, most adults and children will have experienced a variety of emotions in terms of the lockdown – and for some, the significant loss associated with this, has been devastating. Those five losses, of routine, structure, friendship, opportunity and freedom, may have triggered emotional anxiety, trauma and bereavement for any of our children. The overall impact cannot be underestimated; it will cause a rapid erosion of the mental health state in our children. So, before we can hope to get back to the business of teaching and learning, we must consider the gradual implementation of any form of curriculum to recover from loss. All of our learners will need a holistic recovery, some may need a focused recovery intervention programme, personalised to their needs; others may need a deeper and longer lasting recovery period, enabling a fuller exploration of the severity of their trauma. (Barry Carpenter, CBE, Professor of Mental Health in Education, Oxford Brookes University, UK, 2020)

Obviously as school leaders, there is a concern relating to the academic losses and how this may affect future outcomes. However, now is the time to return to approaches concerned with the fundamental wellbeing, and secure positive development of the child. Without this, there will be no results that have true meaning and deep personal value to the child in terms of their preparation for adulthood. As Carpenter suggests, our Recovery Curriculum will be based on the five levers; using these as a systematic, relationships-based approach to recovery for each child. Many children will return to school disengaged. Our quest, our mission as educators, will be to journey with that child through a process of re-engagement, which leads them back to their rightful status as a fully engaged, authentic learner.

**Lever 1:** Relationships – we can't expect all of our children to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.

**Lever 2:** Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.

**Lever 3:** Transparent curriculum – all of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.

**Lever 4:** Metacognition – in different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.

**Lever 5:** Space, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.

**We will ensure all of our staff:**

- understand what the recovery curriculum is and the benefits of successful implementation
- recognise the impact of losing social interaction and daily structure on children's mental health and their holistic development
- can identify the 5 Levers of the Recovery Curriculum and adopt a more systematic, relationship-based approach, as part of the everyday curriculum to re-establishing children's learning
- understanding how to build a framework that is more personalised and considers the needs of children, their wellbeing and which promotes positive development
- use our school aims and values to guide their judgements and apply their own expertise to help children recover any sense of loss