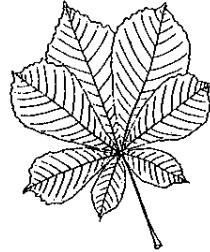


Wilden VA Primary School
A Church of England School



Vision Statement

The mustard seed, the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.

Matthew: 13, v 32

In partnership with parents, governors, St Nicholas Church and community, we strive to ensure all children are embraced and nurtured. Our creative curriculum teaches our children to be generous, loving, resilient, inquisitive and courageous: enabling them to flourish as they journey through God's ever changing garden of life.

Curriculum Statement

At Wilden we have thought carefully about the intentions behind our curriculum design, its structure and implementation and how it builds children's knowledge and skills over time. The school aims to provide a wide range of opportunities for our children, to enable them to explore, extend and develop their individual abilities and talents to the full. We want our children to leave the school equipped and prepared for successful futures. In order for this to be achieved, our children need high levels of English and Mathematics.

We follow the National Curriculum, ensuring that all statutory requirements are delivered. We consider the specific needs of our children and plan in personalised programmes which will enable all our children to develop confidence and flourish in their learning. We have strong links with the local church and we use our values to provide spiritual and pastoral guidance for our children. Fundamental British Values as well as Spiritual, Moral, Social and Cultural aspects of education are important to us and are encompassed in our teaching. We are a small family at Wilden and our children have access to excellent support, both from staff and peers, to achieve their potential.

Below are our intent statements for each subject area:

English statement of intent

To deliver an exciting, innovative English curriculum which enables and empowers children to read for pleasure and information and to develop children's oral and written communication and creativity.

Maths statement of intent

To develop a sound understanding of Maths, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

French statement of intent

To develop the teaching and learning of French across the school, preparing children for future opportunities in French speaking countries.

PE statement of intent

To develop children's experiences, physical literacy and enable them to achieve personal success, the appropriate skills and confidence to partake in all sports.

PSHE statement of intent

To develop children's understanding of PSHE and provide them with a foundation of skills across all contexts (home/school/community) and time spans (primary/secondary/later life).

Science statement of intent

To develop children's scientific knowledge and understanding of the nature, processes and methods of Science for now and the future.

Computing statement of intent

To develop children's experience and understanding of ICT, preparing them for jobs of the future.

Art and Design statement of intent

To develop their knowledge and skills in these areas to enable them to express themselves in a creative, imaginative manner and through exploration.

Music statement of intent

We offer a variety of musical opportunities both within and additional to the curriculum. Every day, the children sing a variety of different songs and hymns, chosen by them. With music specialists from the local authority, we offer singing and instrument playing opportunities. We plan and present concerts at Christmas and at the end of the year.

EYFS statement of intent

Working in partnership with parents to encourage independent, happy learners who thrive in school and reach their potential.

Implementation

Our carefully crafted curriculum balances the national expectations and an all encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross curricular links. Inviting classroom environments stimulate and engage quality thinking and reasoning. Explicit daily, weekly and medium term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning. Peer coaching supports all staff to further develop curriculum pedagogy. Our marking policy is implemented consistently as opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

We teach reading through our phonics programme: Soundwrite.

We teach mathematics through our maths schemes of work: White Rose and Hamilton Trust. We also use Numicon.

We teach writing through our connected curriculum.

We operate interventions for phonics, English and Mathematics during morning sessions.

We teach the different curriculum areas through our connected curriculum. For more information about what is being taught within specific subjects please click on our curriculum progression document and curriculum map (our current curriculum map is sent to parents and placed on the website at the beginning of the topic).

Topics 2019-2020

All four classes study the same topic in the same term. They are taught knowledge, vocabulary and skills in line with the National Curriculum for their year group.

Autumn	Africa
Spring	Space

Summer	The Olympics
--------	--------------

Topics 2020-2021

Autumn	The Wonder of Wilden/Local study - Bedford
Spring	Invaders and Travellers
Summer	Water

Please refer to curriculum progression document, curriculum maps for each class.

Please refer to our teaching and learning policy on the methodologies and pedagogies we use, including Wilden Core 10:

1. We set high expectations around quality of work, presentation and behaviour for learning (be ready, respectful, safe).
2. We assess prior knowledge as well as attitudes, skills and habits, and plan teaching to build on this.
3. We display and make comprehensible to pupils: learning objective(s) and differentiated success criteria.
4. We make pupils aware of expected outcomes (long term): knowledge, skills for the module of learning/topic and show them examples of these (Key vocabulary/WAGOLs/WILF).
5. We explain to pupils how current learning is a part of the wider learning journey and we encourage pupils to take responsibility for their own learning through targets and challenges.
6. We plan in collaborative work where pupils apply their learning and share their understanding.
7. We differentiate by success criteria, scaffolding, resources, questioning, modelling and support (teacher and TA), providing extension activities.
8. We assess for learning by questioning, addressing any misconceptions, pupil self and peer assessing, reflecting on success criteria.
9. We give kind, specific and helpful feedback and share personalised targets: verbal and written, that move pupils on in their learning.
10. We praise pupils for their effort and achievements.

Impact

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design. The senior leadership team and subject leaders review learning, evaluate pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We do not confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers and subject leaders monitor and measure performance against individual and school targets which are reviewed regularly. We use Classroom Monitor to track the progress of our SEN pupils and Pupil Premium pupils.