

## Wilton & Barford Primary School

### Curriculum Statement

At Wilton and Barford CE VC Primary School, we believe that our curriculum should be challenging, exciting, enjoyable, and relevant. We are passionate that our curriculum raises the educational standards of all our children. We strive to meet the needs of all children across the spectrum of abilities through providing a broad, balanced and relevant education. Our curriculum is carefully planned and designed to support children's natural curiosity and stimulate their learning. It offers children the opportunity to work in depth, gives them the time they need to reflect, and to consolidate and transfer their learning in future learning experiences. Through planned learning themes our curriculum is based on the learning outcomes and requirements specified in the National Curriculum 2014 the Agreed Syllabus and Chris Quigley Progression of Key Skills.

Our curriculum is underpinned by a clear whole school vision and a set of curriculum drivers. The drivers are characteristics that define our curriculum and underpin all that we do. Our drivers are areas that we value as a school; they give focus to learning opportunities and are embedded throughout teaching and learning, developing the child as a whole.

Our Drivers:

Spiritual, Moral, Social and Cultural	Possibilities	Skills - Reading, Writing Maths	Secrets of Success
<ul style="list-style-type: none"> <li>• Respect</li> <li>• Reflective</li> <li>• Imaginative</li> <li>• Aware of Diversity</li> <li>• Attitudes</li> <li>• Responsibility</li> <li>• Confidence</li> <li>• Awe &amp; Wonder</li> <li>• Aware of Consequences</li> <li>• Cultural Awareness</li> <li>• Honesty</li> <li>• Care</li> <li>• Trusting</li> <li>• Awareness of others</li> <li>• Traditions</li> <li>• Valuing others</li> <li>• Improving</li> <li>• Cooperation</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Aspirations</li> <li>• New experiences</li> <li>• Opportunities</li> <li>• Future</li> <li>• Success</li> <li>• Strive to be your best</li> <li>• Self-belief</li> <li>• Self esteem</li> <li>• Confidence</li> <li>• Professions</li> <li>• Vision</li> <li>• Personal Development</li> <li>• Ambition</li> <li>• Purpose</li> <li>• Target</li> <li>• Aim high</li> </ul>	<ul style="list-style-type: none"> <li>• Reading across the curriculum</li> <li>• Writing across the curriculum</li> <li>• Maths across the curriculum</li> <li>• Data</li> <li>• Measurement</li> <li>• Using &amp; Applying</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities (Try New Things)</li> <li>• Resilience (Work Hard)</li> <li>• Absorption (Concentrate)</li> <li>• Motivation (To Push Yourself)</li> <li>• Imagination (Imagine &amp; Pretend)</li> <li>• Improve</li> <li>• Empathy (Understand Others)</li> </ul>

We aim to provide a curriculum that is the best for all children at Wilton & Barford. We want it to be exciting, interesting and engaging so that children are curious and want to learn. We want children to come home from school excited about their learning.

We do this by following three simple principles. The What, Why and How of curriculum planning:

1. **What:** National Curriculum Programmes of Study. This ensures the curriculum is broad and meets statutory requirements.
2. **Why:** So that children learn and get better at using key subject skills.
3. **How:** We plan exciting contexts for learning that 'hook' and engage learners so that they want to learn more. We aim to make learning real and relevant to the lives of our children.

At Wilton and Barford Primary School, the needs of the children determine the emphasis of our curriculum. We aim to give children an individual curriculum that changes and adapts according to where the children are and what their needs are. Our curriculum is fluid and delivers a programme of continuous intervention.

At the heart of our curriculum is a strong, in-depth knowledge of each and every child. Planning the curriculum starts with knowing the class, knowing where each child is, knowing where the gaps are, and what the next steps are. A Learning Theme is then devised to meet these needs. We believe that starting from the children's needs and designing themes around them, enables the children to gain a fuller understanding of the learning in question; it enables them to engage more deeply, to understand the relevance of what they are learning, why learning matters, and develops the child as a whole.. From September 2014 subjects will be "blocked" over a 2 or 3 week period allowing learners to focus and develop the key skills and knowledge specific to that subject. However, where there are opportunities for cross curriculum learning to take place links are made to ensure that the learner sees the bigger picture of a subject.

We are committed to developing the best possible learning opportunities for all children. We believe in first identifying the children's needs, giving learning a sound educational purpose, and then creating imaginative and engaging learning opportunities to accomplish this.

We recognise that technology is an essential part of today's world and embrace a wide range of technology as an essential tool for learning. We provide a range of opportunities for children to develop, use and refine key knowledge, understanding and skills, and to practice and apply them regularly in different contexts.

The organisation of each day offers freedom from specific time constraints and gives children the opportunity to become absorbed in their learning. Teachers have the flexibility to design and deliver engaging, innovative, imaginative learning experiences in a way that best suits the children.

We believe that successful learning depends on a positive partnership between home, school and the wider community and we seek opportunities for our children to become involved in their community and develop partnerships with local businesses and community groups who bring a variety of skills and positive role models to our children.

We believe the curriculum we offer should fire children's imagination and be challenging, yet enable all children to feel success, no matter what their ability or interests. It should promote in children a self-belief and self-confidence and provide opportunities for children to lead. Our curriculum aims to make learning come to life, to engage and inspire, and offer children a love of learning that will last a lifetime.

### **Safeguarding Children and the Curriculum at Wilton & Barford Primary School**

The curriculum deals with safeguarding in two ways:

- The curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as bullying, drugs, e-safety, Sex and Relationships, and Stranger Danger (content is age appropriate, see relevant policies). Children are encouraged to explore and discuss these issues in a safe and nurturing environment.

### **Safeguarding Children and Staffing at Wilton & Barford Primary School**

At all times Wilton & Barford Primary School will ensure appropriate staffing levels and when the curriculum is taken out of school, appropriate and agreed pupil/adult ratios are maintained (for further guidance see the school's Off-Site Visits Policy). Visiting speakers, with appropriate clearance, are always welcomed into school so that they can share specialist knowledge to the children.

For further guidance relating to safeguarding children, please see Wilton & Barford Primary School's Safeguarding Children Policy

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