



## **WOODBURY C OF E PRIMARY SCHOOL CURRICULUM STATEMENT**

This curriculum has taken time to create and is the culmination of work from many different people. It is not a completely finished curriculum – there are areas that we need to trial, test and refine. As such, it is our intention that this be a dynamic curriculum that will continue to evolve over time, growing and responding to the needs of the school community to become the perfect vehicle for delivering our aims and ambitions. This document aims to provide clarity, structure and support to our staff to enable them to plan out a high-quality curriculum. We have tried to include as much information as possible, but this is not designed to be an extensive list of absolutely everything that happens at Woodbury, as there is far too much going on at our fantastic school to capture everything in one single document!

### **AIMS AND PRINCIPLES**

As a Church of England primary school, we celebrate our Christian foundation placing great emphasis upon our Core Values. Our vision for learning is 'Learning to Live Life in all its Fullness' (John 10:10). This is embodied within our curriculum which links deep thinking with purpose and active engagement with the world. We teach our children how to live as well as how to learn. We aim for our children to:

- Feel valued and appreciate the beliefs, uniqueness and talents of others
- Be happy, self-confident and resilient individuals
- Love learning and have high expectations to achieve their full potential
- Be responsible, caring and active members of the community and wider society
- Acquire the life skills needed to be safe and succeed in an evolving world

Our school is dedicated to creating a happy, stimulating learning environment supported by the Christian values of Love, Respect, Forgiveness, Trust and Generosity.

### **CURRICULUM INTENT**

At Woodbury C of E Primary School, we are committed to bringing out the best in everyone. We do this with a creative and relevant curriculum which inspires and motivates all pupils to become the best they can be, along with achieving academic excellence.

We will nurture and support our children and equip them with the skills they need to become confident, determined and respectful young people who have exciting and ambitious aspirations for their futures. We will do this by working together with parents, carers and the children to provide learning experiences which will:

- Engage the children's interest
- Inspire them to want to know more
- Motivate them to persevere
- Empower them to develop skills of independence.

Our bespoke curriculum framework, which we have developed and evolved over time, has 5 key principles:

1. Our curriculum is based around our **six core school values**, outlined above.
2. Our curriculum promotes the learning of **key learning skills (BLP)** alongside the learning of subject specific skills and knowledge.
3. Our curriculum is **thematic and enquiry-based**, with links in learning made explicit.
4. Our curriculum is **experiential**, providing children with real-life experiences and purposeful learning contexts.
5. Our curriculum promotes **active community engagement**. We encourage pupils and provide opportunities for them to be full and active members of our school community, our village community and the global community.

At Woodbury, we are acutely aware that we are preparing children in school today for jobs in the future that do not currently exist. There is a rapid pace of change in today's society and the way we learn and applications for learning are constantly evolving. It is our driving ambition that children leave our school well prepared for the next stages of their education and life in the modern world. We want our pupils to experience a great curriculum and become lifelong learners with the necessary skills, knowledge and attitudes to keep pace with technological and societal change.

Considering a wide range of research, we have created a curriculum that is underpinned by knowledge-based learning which is developed within substantive and disciplinary domains; clearly building upon prior learning and existing understanding. Alongside subject specific skills and knowledge, we also future-proof our curriculum by ensuring that children learn how they learn through Building Learning Power (BLP). In these times of global and political uncertainty, highlighted within the Global Challenge Report: The Future of Jobs 2017, it is clear that we need to educate our children to think more critically, more ethically and become more geo-politically aware. Learning key learning skills and knowing how the learning powered mind works is vital in preparing children to play a full and active role in future society.

## CURRICULUM IMPLEMENTATION

### Our Six Core School Values

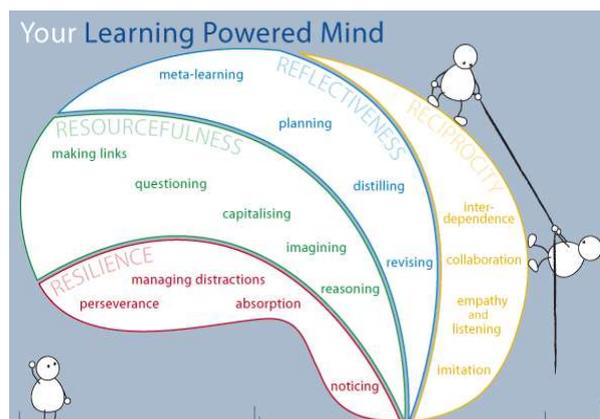
Our Core Values are love, forgiveness, respect, courage, truth and generosity. Our values were comprehensively reviewed in 2016 and they form the 'rules' by which we live. Each half term we focus upon understanding one value in greater depth and each week, we celebrate people who have exemplified one of the values. Our values make everyone in Woodbury School feel cared for, respected and safe. Our values are explicitly taught through our curriculum and through our collective worship.

Values hand

## Building Learning Power (BLP)

The original pioneering work of Professor Guy Claxton, along with extensive body of research into learning and the brain and recent studies involving the key dimensions of learning habits, led us to using this model to support children with their learning. Teachers help pupils to stretch and develop their minds by:

- Creating rich learning environments
- Teaching them the 'how' alongside the 'what' of learning
- Using methodologies and learning opportunities that intrigue and motivate learners
- Enabling them to develop effective learning habits and enhance content acquisition



BLP acts as a focus for teachers and children to ensure that learning language is consistent and embedded throughout the school. Adopting this approach means children review their own learning process as well as their approach to learning within regular reflection sessions.

## Enquiry-based

Our school curriculum is organised into half-termly themes. Each theme takes a main subject to drive the learning forward, usually science, history or geography. We believe that choosing the right context to engage our children in their learning is vital in fostering a love of learning and also maintaining our high standards.

Each of these topics is based around an enquiry, which provides a hook for children's learning and promotes curiosity. Wherever possible links are made to other subject areas. Research shows that cross-curricular work offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics. A study which crosses subject boundaries allows for investigations that engage children's imagination. It also gives teachers opportunities to encourage active enquiry, taking the initiative, and discussion and debate by children.

Our themes are organised in a way that secures progression throughout each phase of the school and provides opportunities for children to make links with and build upon prior learning. Each subject has a skills progression ladder which outlines the minimum coverage provided in each phase of the school. Our knowledge organisers identify prior learning links so that learning is scaffolded and relational. We recognise the importance of learning as a social experience, providing children with a range of rich dialogic contexts where learning is strengthened through co-construction and collaboration, discussion and debate.

## Experiential

Experiential learning is learning through reflection on doing. It focuses on the learning process for the individual. An example of this is going to the zoo and learning through observation and interaction with the zoo environment as opposed to reading about animals from a book. Consequently, one makes discoveries and experiments with knowledge first hand, instead of hearing or reading about others' experiences.

We deliver our curriculum through an 'experiential' approach. Teachers work hard to ensure that children are engaged with learning activities that actively involve, motivate and prompt them to ask questions. Some of the features of our 'experiential approach' include:

- learning that is focussed on teaching skills
- planned cross-curricular links to apply learnt skills
- use of other learning spaces beyond the classroom
- trips and visits to inspire, motivate and contextualise learning
- purposeful contexts for learning
- the 'pupils voice' guiding the learning
- planned enrichment opportunities

Learning doesn't just take place in the classroom, 'Living Life in all its Fullness', means that all children access a wide range of enrichment opportunities within the school day and beyond. Teachers adopt our enquiry approach, coupled with clearly identified, knowledge-based outcomes and make learning meaningful so that children are inspired by a wide range of exciting experiences.

Learning is personalised so that every child is challenged and can experience success. Technology is used creatively by adults and children and enhances opportunities for independent learning. Our mental health and parental engagement strategies support our inclusive provision and ensure that our curriculum is holistic and accessed by all.

Holding the Silver Sports Award, developing an active forest school and building our Animal Ark, all over the past two years, has enhanced the quality of our curriculum offer. Our school choir is something to be celebrated, the children regularly hold concerts for parents and carers, along with inviting our friends from the community. Children can access many arts-based clubs and activities and excel during our residential experiences, which we offer during years 4 and 6. These enrichment experiences contribute to the broad curriculum we are able to offer at Woodbury.

### **Active Community Engagement**

At Woodbury we encourage and promote active community engagement in all of our pupils. We want all of our children to learn the importance of playing an active role in their school community, their wider local community and the global community. Our school is at the heart of the community in Woodbury and as such we make an important contribution to village life. Wherever possible, we will look to exploit opportunities for children to take their learning outside of the school and into the wider community.

At Woodbury, we also recognise the huge contribution that the wider school community can add to the school. We will encourage families to play an active role in school life, both by supporting the curriculum and experiencing the outcomes. By regularly communicating the plans for our curriculum and asking for support as necessary, we will seek to utilise the skills and experiences that adults can contribute to the school. We believe child voice is very important and, because of this, we have a very active school council along with mentors who support our school community in developing the environment, technology, school sports, the school ethos and promoting positive mental health.

## **CURRICULUM IMPACT**

Our curriculum is carefully planned for progression; it is designed to be challenging and relevant to our pupils and their local identity and build upon their prior knowledge and understanding. Our curriculum gives all children opportunities and experiences needed to go forward to be successful in their education and future lives, enabling them to achieve and fulfil their dreams and all of their aspirations.

- Learning behaviour is excellent; children are excited by learning and show high levels of resilience
- Leaders at all levels review learning, talk with our children and provide feedback to move practice forward
- We ensure that our children's attainment and progress are in line or exceeding when measured from their starting points in comparison with national data (where appropriate)
- Our curriculum ensures that we develop well-rounded citizens with a clear understanding of our school Core Values. Feedback from our secondary schools confirm that our children transition very well and are resilient, well-rounded citizens.

Senior leaders and subject leaders will be closely monitoring and reviewing impact of our curriculum over the course of the year. We will review the progression and implementation as a whole to ensure a full coverage within a cohesive curriculum offer.

Our new curriculum team have devised a detailed action plan and every teacher has been allocated two days of additional non-contact time to support their curriculum development work. With the creation of the new federation in January 2020, our curriculum model will be aligned, where possible with that of Pinhoe CE Primary School. It will remain a focus for development and review throughout the following academic year.

We acknowledge that our curriculum needs to be creative and responsive, not only to the needs and interests of the children, but to the world around us: it will evolve over time.

To provide detail regarding the specific aims and objectives, skills and contents covered in each subject, we have produced detailed skills progression documents and curriculum statements for each subject area covered in school. These documents do not necessarily contain every objective that we want to, or will cover, rather, they exist to guide teacher's planning and provide information to the wider school community of the experiences and outcomes for children at this school.