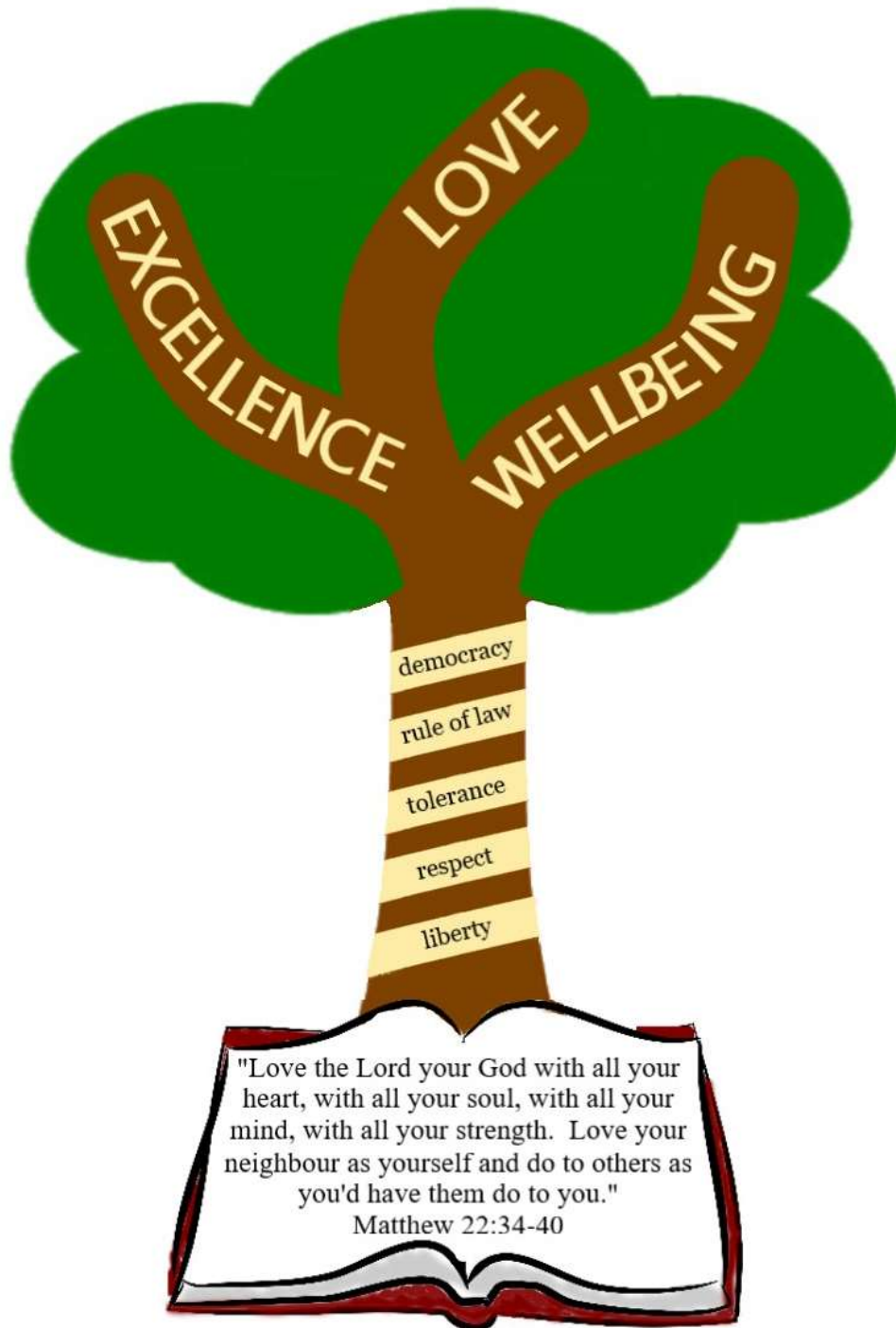




Wilburton C of E Primary School: Our Curriculum (Policy and Practice)

Last updated: 25/11/22



Our school values are branches of core British Values, and are rooted in scripture, visually displayed in our school tree logo.

Who are we?

Our community school was established in 1855 ‘for the glory of God and to promote the sound Christian education of the poorer classes’ (school charter). Today, the school continues to provide an inclusive, broad education with Christian values to everyone in our community.

Intent: Why are we here?

At Wilburton C of E Primary School, our vision is for our school to be filled with love and learning, where children feel safe, valued and known as individuals, supported and challenged. This vision is encapsulated in our mission statement: for everyone to reach their full potential, learning to love and loving to learn. We set out to achieve this vision through teaching our three core values: love, wellbeing, excellence.

Love

be kind; show respect

Our curriculum teaches children to understand and acknowledge the impact their actions have on others, and to change their behaviour as necessary. It also teaches them how to recognise, understand and respond to the emotions and behaviours of others. Children are taught how to share resources and ideas to work towards a common goal. Finally, children learn to respect and value ideas, opinions, cultures and religions, and to enjoy, care for and serve the world.

Wellbeing

healthy minds; healthy bodies

Our curriculum teaches children how to keep their bodies healthy, and gives them lots of opportunities to improve their physical health. It helps them to name, understand and express their emotions, so children have confidence to succeed when faced with challenges. Our curriculum encourages children to enjoy and appreciate living in the moment, and to explore the awe and wonder of life itself.

Excellence

dream big; achieve big

Our curriculum teaches children to ask questions and seek understanding with all their mind. It challenges them to try new things with all their heart and increases their ability to push themselves with determination, concentration and resilience. Our curriculum encourages everyone to raise their aspirations, whilst celebrating everyone and their own achievements.

**“Love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength.
Love your neighbour as yourself and do to others as you’d have them do to you.”**

Matthew 22: 34-40

We believe our school values – wellbeing, love and excellence – are rooted in the Greatest Commandment: to love God, your neighbour and yourself. By taking care of ourselves and those around us, and by working hard to achieve excellence, we are worshipping God.

Our school values are taught through our school curriculum – some every day, others in specific units of work set out in our programme of study. Skills to help develop these values which can be taught and assessed are set out in [Appendix 1](#).

Implementation: How then do we live?

Value Skills

To help children develop in our school values, we have a whole-school focus each half-term on a specific skill that support them. These are: focus, respect and collaboration, initiative, curiosity, resilience and risk taking. Each week children are taught what this skill looks like in a particular situation - this is introduced in the whole school assembly at the start of the week and followed up across the curriculum.

Collective Worship

We view Collective Worship as an important opportunity for spiritual, moral, social and cultural development. We aim to engage all children, reaffirming the values of our school's Christian ethos, through stories, words and song.

Behaviour

We have a therapeutic approach to teaching behaviour to help meet children's individual needs. This means clear, consistent routines and high expectations for all, always shown with love. Children not able to show kindness and respect will learn away from their peers and supported to rejoin their class over time using a restorative approach.

Self-Regulation

Every class uses the Zones of Regulation to teach children to identify, recognise and respond appropriately to a range of emotions and triggers. We have agreed a list of vocabulary to teach children to describe their feelings with 19 words for EYFS, 38 words for KS1, and 73 words for KS2.

Staff are trained to notice and identify children who may need additional support to help them self-regulate and/or who may need additional mental health support. This is delivered by trained school staff with support from external Emotional Health and Wellbeing Practitioners.

Subject Learning

Our academic curriculum reflects and represents children's interests, experiences, their own lives and the world around them. In this way, children learn about themselves, each other and the wider world. Each subject has a chosen statement of intent – the aims we have specifically chosen for children at our school to achieve during their time here. These are set out in [Appendix 2](#).

The outcome of each topic in subjects other than English or Maths is either be written, oral or practical. We value all three, so there are one of each type per year for most subjects. Oral skills are developed using the Oracy Framework (see Appendix 3).

In each topic there are 6-12 key concepts (knowledge, skills, vocabulary) for children to learn and remember. These are be carefully selected (and continually reviewed during learning) by the teacher to reflect the age, ability, experiences, interests, local context (where relevant) and prior and wider learning of the class. Therefore activities to assess learning should mirror this clearly - generic worksheets are used very rarely.

Each lesson recaps prior learning and introduces a small amount of new learning.

In an academic year, we timetable:

- 3 units of Science;
- 2 units of Geography plus some fieldwork;
- 2-3 units of History (2 in depth);

- 2 taught units of Art, plus one medium experience in other subject;
- 2-3 taught units of D&T, one of which will be cooking and one of which will be construction;
- 3 units of Computing which are understanding technology, programming and digital literacy;
- 6 units of RE;
- 6 units of PSHE;
- 3 taught units of Music, plus opportunities for performing and listening;
- 6 units of PE in KS1 and 12 in KS2, two of which are Forest School;
- 3 units of French plus cultural experiences (KS2 only).

The duration of each unit is set by the number in the year and the amount of learning content included.

Wellbeing

Children are physically active everyday through a class 'activation activity' (e.g. game or daily mile) and high quality opportunities for play at break and lunchtimes in-line with the OPAL programme. Calming opportunities are provided in Collective Worship and in class when appropriate.

All PE lessons include a warm-up activity to improve fitness, strength and/or stamina, which each week demands more from children. We encourage children and parents to lead a healthy and active lifestyle at home and through children's extra curricular clubs. Our school allotment is used to help children learn about and enjoy the rewards of growing their own produce.

Lunchtimes are seen as an important part of the curriculum, with sittings for children to talk and eat together. Children are taught good table manners, conversation skills, environmental awareness and responsibility for tidying up by school staff. Every class uses our fabulous children's kitchen, to develop cooking skills. Singing is a part of school life, and we have selected a range of songs to learn about and celebrate our shared values and diversity.

SEND Provision

We have an agreed list of Ordinarily Available Provision to help make school accessible for children with SEND which parents can expect their child to usually receive.

Reading

Children learn to read using the Read Write Inc synthetic phonics programme. They practise reading through daily Read Write Inc phonics lessons in EYFS and KS1 and using the Big Cat Reading Scheme in KS2 (for independent reading and 1:1 with an adult); and also through daily reading sessions and English lessons, encouraging reading at home, and reading across the curriculum, led by staff.

Reading for pleasure has a strong emphasis, with children choosing their own books and using the library with lunchtime library slots and class opportunities. We also prioritise children's vocabulary development, with clear tier two vocabulary teaching across the curriculum. There is a daily Read Aloud session for every class, with children hearing books and poetry, learning poetry from a mapped out programme.

Writing

Every English unit has a final extended written outcome and within the unit there are opportunities for writing in most lessons. There are regular opportunities to practise grammar and punctuation skills to be applied in the final outcome. The learning environment supports independent writing in each unit in each classroom, using the boxed up planning model (including purpose, audience and language). Children have daily handwriting practice in KS1 and regular opportunities for practice in KS2. We have discrete daily spelling teaching sessions and high expectations of spelling across the curriculum. Nessy (online learning) is used in KS2 to support children's learning of spelling strategies.

Maths

We use a Mastery Approach to teach maths, with support from the Cambridge Maths Hub. This means that our teaching aims for all pupils to acquire a deep, long term, secure, and adaptable understanding of the subject. All EYFS and KS1 children have maths mastery lessons at least 4 times weekly, and children do a morning maths activity which recaps previous learning and develops fluency. We use White Rose planning and worksheets, and children also have frequent opportunities to lay out their work independently. When introducing new concepts, this is done through concrete equipment for all ages, then leading to a visual model and abstract. The Mathletics website is used in KS2 to support maths learning at home. In KS1, number facts or games are given weekly to support fluency and learning at home. Learning environments give support with key sentence stems, vocabulary and key models/images displayed.

Forest School

Children in Reception, Year 1 and Year 2 have a weekly Forest School session. Children in KS2 have a term of Forest School sessions per year.

Marking and Feedback

All children's work will be responded to in some way. Feedback can be given orally or in writing, either individually, in groups or whole-class.

Trips and Visits

Our planned units of work include a programme of experiences, trips and visits for each year group which raises aspirations, broadens horizons and develops character. These include maximising the school and local environment, for example in Forest School, our outdoor learning areas, our school pond and nature area, and the local village and rural environment; as well as off-site day and residential trips to an exciting variety of locations.

Community and Service

Through the academic curriculum, weekly British Values assemblies and school events, children learn to value and respect other ways of being and thinking. Children learn to serve others through school roles and responsibilities. We have regular charity fundraising events, which involve children in deciding which charities we support, why and how. There are numerous activities each year for pupils to learn to take care of and improve the environment. The school maintains links with local churches through visits, activities and services.

Appendix 1: Progression and assessment of teachable skills to develop School Values

These eight skills are specifically taught through subjects:

	Starting Out	Working Well	Ambassador
EMPATHY	I notice how other people are feeling and can name a range of emotions.	I understand other people's emotions. I recognise situations that might trigger certain feelings for myself and others. I accept that others may have a different point of view to me.	I help others to name and understand their own emotions and triggers.
RESPECT	I am polite and I care about how other people feel: I do things to make them happy and say sorry if I make them upset.	I think about how other people might feel before I act. I listen and think about their point of view, and respond respectfully.	I use my awareness of others to choose the correct behaviour to prevent someone from getting upset.
COLLABORATION	I give proof of listening to others. I share my thoughts and ideas with the teachers and with my learning partners. I ask others what they think.	In a group, I can tell you what the aim is and how I am contributing. I listen to others, share ideas and try to compromise and reach a shared agreement.	I invite others into our discussion. I build on, challenge, summarise, probe and clarify others' ideas. I am prepared to change my mind.
CURIOSITY	I am observant and ask questions to help me understand things better.	I ask questions to investigate and explore beyond what is merely required.	I wonder about things and independently seek out answers or find out what other people think.
INITIATIVE	I am organised and do not rely on others to tell me what I need.	I think ahead and try to work things out for myself first.	I am well-prepared, resourceful and independently-minded
FOCUS	I can decide on the one thing I should give my attention to and what is not important at that time.	I can give and hold my attention on one thing, avoiding distractions for a good period of time.	I can maintain my concentration on one thing for a sustained period of time to allow me to enjoy and complete the activity.
RESILIENCE	I recognise that everyone finds things tricky at times and with support I will keep trying.	I have the strength, perspective and humour to deal positively with difficulties and disappointment. I keep going or try a different approach when things get tough.	I treat setbacks and failure as a learning experience. I help others to do the same.
RISK-TAKING	I am willing to try out new experiences and take a chance, rather than choose the easy option.	I seek out new challenges to develop new skills. I take risks and don't worry if I don't succeed first time.	I love a new challenge. I take risks because I know, whatever happens, I will learn from the experience.

These skills are taught throughout the school day:

	Starting Out	Working Well	Ambassador
EMOTIONAL INTELLIGENCE	I can identify common emotions. I can control my emotions in response to certain adults or friends. I show optimism on occasion.	I can identify and define a wide range of particular emotions. I am aware of my 'emotional triggers' and have strategies to manage them. I keep calm, even in difficult situations.	I control my emotions so I can respond but not react. I look on the bright side of situations and remain optimistic. I am an energiser, enthusing others to feel better.
SPIRITUAL WELLBEING	I have some friends and feel I belong in my peer group. If I work at it I can make new friends. I am open to trying different things and can sustain focus on an activity that gives me a sense of awe and wonder.	I feel a sense of belonging to more than one group in the community. I have friends and I am happy to be myself with them. I can maintain a calm focus for a good length of time on an activity that gives me meaning and a feeling of connection to 'something bigger' beyond my daily life.	I contribute to my groups to make them kinder and stronger. I am able to make friends and engage with others in any setting. I allow myself to become fully absorbed in an activity and help others to find meaning, connection and a sense of vitality.
SELF-COMPASSION	I know my key strengths. I take pride in my background and culture. I give myself permission to be imperfect.	I know my strengths and can tell a positive story about myself and my background. I accept that I make mistakes and cannot be first or best in everything. I am kind to myself in a difficult situation.	I am proud of who I am and help others to feel proud of who they are too. I practise self-kindness and am aware of the impact of social media: I remember that everyone is imperfect and has their own challenges.
PHYSICAL HEALTH	I understand the importance of being active, eating a balanced diet, sleeping well, having good hygiene and staying hydrated. I take opportunities to do these things.	I take responsibility for my physical health: I take part meaningfully in physical activities and can tell you how I am improving my fitness, strength and/or stamina; I am prepared for the day and make good choices about what and when I eat.	I demonstrate my commitment to activities and encourage others to do the same. I seek out opportunities to try new things for myself and others. I am an ambassador for being happy and healthy.

Appendix 2: Subject Statements of Intent

Subject	Key Knowledge	Key Skill
English	To have an appreciation of a wide range of literature.	To communicate ideas and opinions effectively through spoken and written language.
Maths	To recall mathematical facts and develop fluency with mental and written methods across all four operations.	To reason mathematically, applying skills and knowledge to solve a wide range of problems.
Science	To know about key areas and individuals in biology, chemistry and physics.	To be able to plan, carry out and draw conclusions from investigations in these areas.
History	To know how key historical events and periods are connected.	To be able to ask and answer questions through the critical analysis of a variety of sources.
Geography	To know why the Earth is like it is today, how it's changed in the past and how it's changing for the future.	To be able to navigate successfully, making use of locational knowledge.
RE	To know about a number of religions and be able to name specific acts of worship, celebrations and stories linked to each.	To engage, enquire, reflect and respond thoughtfully to a variety of beliefs and religions.
Art and Design	To know about a wide variety of artistic techniques, tools and artists, and appreciate the value of art in society.	To have experimented with a wide range of artistic techniques and artistic styles, and be able to express ideas competently and confidently.
Music	To be able to talk knowledgeably about music.	To confidently take part in musical events, as performer, composer and listener.
Computing	To be able to use a range of devices and programs confidently, safely and for a clear purpose.	
Design and Technology	To know of key designers and engineers, how designers work, and the components of a healthy diet.	To be able to use a wide variety of tools to create a planned outcome which solves a problem.
PE	To develop a good level of fitness and skills through a range of activities.	To develop a life-long positivity towards being active, competitive and personal challenge.
PSHE	To be able to take good decisions about one's own health, wellbeing and safety.	
French	To know about French culture.	To be able to communicate effectively with someone in French.



The Oracy Framework

Use the oracy framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

