



*Believe, Strive, Achieve*

## **The Federation of Winklebury Infant and Junior Schools**

### **Curriculum Statement**

#### **Introduction**

The aim of our curriculum is to teach children the knowledge and skills they need to thrive in a modern world and to have them ready for the next stage in their education. We meet statutory requirements by delivering the Early Years Foundation Stage Curriculum, National Curriculum and locally agreed syllabus for Religious Education. Children's learning is enriched by a range of extra-curricular activities including off-site activities, collaboration with our wider community, visitors and themed learning days.

#### **Curriculum Intent:**

Our curriculum aims to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced both within and across all year groups
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to apply these in relevant situations
- support pupils' spiritual, moral, social and cultural development
- support pupils' physical development and responsibility for their own health, and enable them to be active
- promote a positive attitude towards learning
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- raise aspirations and develop ambition within all pupils
- enable children to be creative and to develop their own thinking skills
- equip pupils with the knowledge and cultural capital they need to succeed in life
- promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- prepare children for the transition between key stages and the next stage of their education.
- enable children to take their place as responsible citizens in society with the life skills necessary for them to be successful and with an understanding of British Values and how they create an inclusive and tolerant society.

Our curriculum aims are underpinned by our values:

- **Teamwork** - our curriculum provides plenty of opportunities for collaborative working aiming to develop the capacity of children to learn and work both independently and collaboratively.
- **Respect** - our curriculum promotes cooperation and represents the diverse voices of our community.

- Pride – our curriculum encourages and celebrates children behaving in a responsible way for our environment, their work and everyone in our community.
- Empathy – our curriculum teaches children to understand one another and their feelings and opinions so children can build a lifelong skill in working effectively with people and showing they care.
- Perseverance – our curriculum helps children to respond positively to challenge and to make progress even when things get tough in order to solve problems.
- Trust – our curriculum teaches children that it is important to recognize the people, relationships, choices and actions that will help them do the right thing and stay safe.

## **Curriculum in action**

- We recognise the importance of creating links within learning and believe that where links are effective they enable pupils to apply their knowledge and skills across areas of learning.
- We teach subjects discretely and make links where possible with our humanities subjects and use our English curriculum to strengthen links where appropriate. Our half-termly themes are planned using the framework of the National Curriculum and are designed to engage and inspire pupils.
- Each theme is initiated with a clear ‘hook’, designed to engage and inspire the children. Learning for foundation subjects are focussed around a key question that children will learn to answer across the unit of work. During the theme, children work towards a ‘learning outcome’ which involves members of the wider school community when suitable.
- Working towards an ArtsMark award we celebrate how the arts contribute to the development of creative, independent children who love learning by reviewing our curriculum annually to ensure it is accessible, relevant, challenging and fun for all our children.
- As a Federation we value the participation of pupils in the wider life of the school. We welcome pupil voice in many different areas to develop social and interpersonal skills by taking responsibility, working as a team with a specific focus and developing resilience by talking to classes or wider audiences.
- English and maths are taught daily. Key reading skills are also taught daily through phonics/spelling sessions and reading sessions.
- Other subjects are either taught on a weekly basis or are blocked, depending on the theme.
- Lessons and themes are revisited by activating children’s prior knowledge and key principles are consolidated through retrieval practice at different points in the curriculum.
- Children take part in learning breaks every day, the Golden Mile regularly throughout the week and have the recommended time for physical activity each week.
- In Autumn and Summer terms, the whole Federation takes part in planned themed events. The themes for these are agreed on an annual basis and involve all children taking part in a number of activities related to the focus – these might be as a class, mixed activities across a key stage or mixed activities across the whole federation.
- In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis focused on one of the areas of learning. Learning is planned around a topic with the children leading the learning through their questions, explored at the start of a topic.
- Ducklings pre-school, as an inclusive part of our Early Years Foundation Stage, use directed play, adult-led learning both indoors and outdoors to meet the needs of their learners. As a part of the Federation, they are included in theme weeks and school wide initiatives linked to the curriculum.

## **Impact**

Through our curriculum we encourage pupils to develop independence and an enquiring mind with the aim for our children to leave The Federation of Winklebury Schools equipped to face future challenges with the skills and motivation to achieve their full potential whatever path they choose.

The impact of our work is seen through the development of pupil resilience and positive learning behaviours, our children do not give up until they are proud of what they have achieved. Here, children learn and understand that making mistakes are part of the learning process and that their perseverance will help them to succeed and achieve. Our pupils will be able to make decisions for the right reasons and in the best interests of their wider community; they will show tolerance, embrace differences, be able to decide what is right and what is wrong, and will be resilient to the influence of others.

- This statement reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.
- It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).
- In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).