



# Wood End Primary School Curriculum Policy

Review date: 22/5/26

*TOGETHER WE DREAM, BELIEVE, ACHIEVE*

*The vision and values we hold at Wood End Primary School are to:*

- Believe in our own abilities so we can achieve our dreams.*
- Respect and value the diverse talents, needs and beliefs of everyone.*
- Learn together in a safe and happy environment.*
- Develop a lifelong love of learning.*
- Build a community of belonging, high expectations and team spirit.*
- Appreciate the world we live in and help to take care of it.*

## **Three guiding areas that underpin our curriculum**

- Develop curiosity, questioning, investigation and communication
- Foster a love of learning through guided discovery
- Knowledge is remembered

*"...know more, remember more and are able to do more.": OFSTED 2019*

Our curriculum is well-sequenced, well-specified and ambitious for all to access. It shows respect for the traditions and identity of each subject. Within and across our curriculum Interesting, deep and meaningful connections are made.

We inspire children by teaching essential background knowledge so they are confident and enthusiastic to embark on the next stage of their journey.

Our curriculum is enquiry-based which means it is a form of active learning that begins with posing questions and exploring problems or scenarios. We also retain aspects of a knowledge based curriculum recognising that our children first need specified and well-sequenced knowledge in order to be able to enquire about a subject . We also ensure that children are given the skills and cultural capital they need to be well-educated future citizens.

Within our curriculum historical figures, scientific concepts, mathematical ideas and literature are explored through a well-organised scheme of learning that develops logically from lesson to lesson, unit to unit and year to year. Knowledge is taught to be remembered using cognitive science, the psychology of learning, memory and schemata. We employ Spaced retrieval, formative low-stakes quizzing and plenty of practice to develop retention and fluency. We develop their questioning skills encouraging them to think deeply, explore and become fascinated by subjects.

Cultural capital is "the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement." (The National Curriculum)



We seek to expose children to valuable experiences they may not have had. Cultural Capital is not just an add on done through trips and playing instruments, it is embedded into the curriculum that we offer.

### **Intent, Implementation and Impact**

**Intent:** How we set out the knowledge and skills pupils gain at each stage

**Implementation:** How the curriculum is taught and assessed to help children build knowledge and apply it as skills

**Impact:** The outcomes pupils achieve as a result



## Intent

Our 3 guiding principles:

- Develop curiosity, questioning, investigation and communication
- Foster a love of learning through guided discovery
- Knowledge is remembered

The content in our curriculum has been chosen by subject experts and sequenced in a meaningful way. It follows the national curriculum using the following systems.

English	Writing - Our approach is influenced by Talk4Writing Pie Corbett Reading - FFT success for all phonics, NC focus on reading domains Handwriting - Letter-join
Mathematics	Power Maths (Mastery, NCETM, DFE recommended)
Science	White Rose Science
History	Developed in consultation with Janet Moffat
Geography	Developed in consultation with Janet Moffat
Art & Design	PKC - Primary Knowledge curriculum
DT	PKC - Primary Knowledge curriculum
PE	REAL PE / Complete PE
PSHE / RSE	Ealing schemes (worked in consultation with Gifford school)
Music	Charanga + Drums in year 3 ealing and Ukuleles in Yr 5 sum term
RE	Ealing Schemes (Worked in consultation with Gifford RE lead)
Computing	Purple MASH KS1 and KS2
MFL French	Language Angels Y3-6 only

## Implementation

We focus on prior learning review and retrieval.

We recognise that our children in particular need an emphasis on vocabulary, grammar and speaking in full sentences.

We follow Rosenshine's principles of instruction: Information is presented in small steps, it is clearly explained and modelled.

Teachers assess and monitor pupil responses. They provide effective feedback.

## Impact

We clearly specify what we want our children to know, do and remember. When we assess, we look at the knowledge goals and learning objectives laid out in our curriculum. We check that children are able to remember what we aimed to teach them. We carry out subject specific monitoring and curriculum reviews to assess impact and plan future improvements.