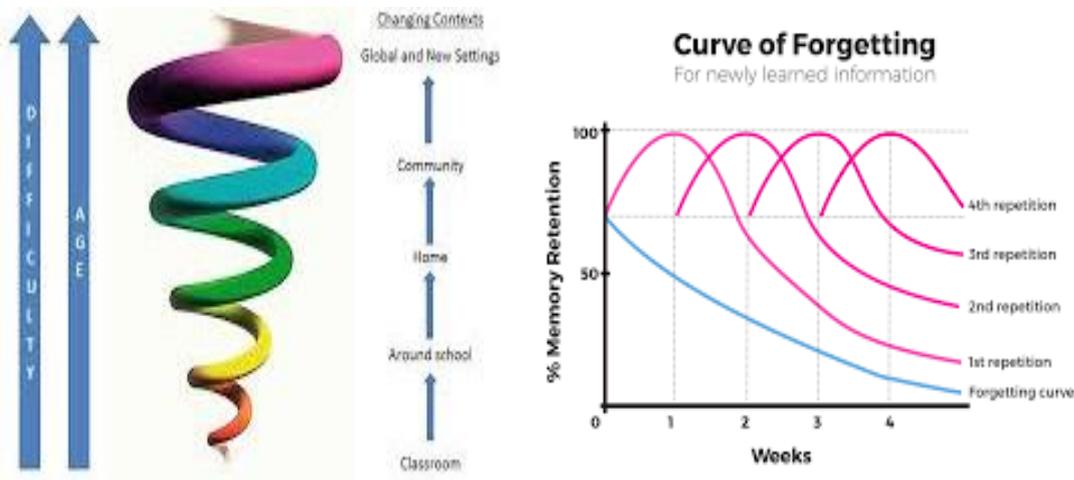




Willow Fields Community Primary School

Curriculum Statement

Our curriculum is based around our core values of Inspire, Believe, Challenge and Achieve as we believe that these principles lead to successful and happy learners. These aims and values underpin our curriculum and give it purpose. Our curriculum is based around the acquisition of knowledge (including the application of prior knowledge) alongside the acquisition and application of skills and the linking and constant reviewing of concepts. This is an approach ingrained in the research of both Brunner and the spiral curriculum and also in the work of Ebbinghaus and the 'forgetting curve'. We apply these principles to ensure that our children are given the opportunity to review and build on their learning regularly as they progress through the curriculum.



We aim to develop the whole child by providing a broad and balanced curriculum which has a clear progression in subject knowledge and skills development. The children are provided with rich, first-hand purposeful experiences which are flexible and responsive to the children's needs and interests as well as contributing to wider initiatives both within the local community and beyond. There is also a focus on sustainability and the need to be responsible citizens of the world. We encourage the exploration and use of both the school and other environments as well as accessing expertise beyond the classroom so that children make links between different areas of the curriculum, their own knowledge base and can explore the major issues of our time within a wider context. Our quality outdoor provision is an integral part of our provision for all children in school with each class experiencing outdoor forest school teaching as well as learning beyond the classroom as much as possible. We ensure that our curriculum has a local, national and international dimension. We want the children to use their heritage and community links within real contexts. Our aim is to take school out into the community and also bring the community into school e.g. through intergenerational work, local study. We also aim to promote health and safety in all we teach including personal and online safety.



Our curriculum is inclusive and ensures that all children achieve their potential from their own baselines. They are provided with authentic learning experiences which take into account their individual starting points and ensure that they have personalised learning journeys. Where additional support is needed, interventions are planned which are proven and ingrained in research and are tailored to the individual needs of each child. We follow the SEND thresholds from Together For Children which guide practice to support the individuals specific need and allow for the modification of the curriculum to provide personalised learning journeys.

Visits, artefacts, quality texts, activities and visitors support us in bringing the curriculum alive. We try to give our children as many first hand experiences as possible to develop skills and knowledge on a local, national and global scale. We also study a range of cultures and religions in our quest to develop children's awareness of our multicultural society. We aim to develop an understanding and respect for the beliefs, values and religious and cultural practices of others. Children are encouraged to reflect on and appropriately respond to different people, cultures and philosophies in order to develop their own views and insights into the world. It is important that our children develop the social skills and gain an understanding of the world in which we live to enable them to become responsible citizens of the future.

Skills, knowledge and understanding are taught in a variety of ways- whether through overarching themes and topics or through shorter blocks of work to inject variety or to allow time for a focused project to be completed. This ensures that we fulfil our statutory requirements and incorporate aspects of children's interests and the local and global issues of our time.

We have a clear behaviour policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. These are all taught specifically within the PSHE curriculum as well as through all aspects of the curriculum and every interaction both observed and involved. Through a combination of approaches we aim to develop an understanding of key British Values: democracy, rule of law, mutual respect, personal liberty and tolerance of different faiths and cultures.

We believe that the school / parent relationship is key to promoting learning beyond the school day and this good working relationship is crucial in ensuring our children make the best possible progress and learn independent study skills. We pride ourselves in the open, friendly and approachable nature that encourages parents to be involved in their children's learning. We host regular open evenings and events to inform parents of their child's progress and we provide opportunities for children to share work that they are proud of to share knowledge and skills that they have learned. We host information sharing events to support parents in developing the tools and skills they need to support their child's education.

Teaching and Learning

All lessons have clear learning objectives which are derived from gaps identified in learning and which are shared and reviewed with children at the start, during and at the end of lessons. A range of strategies including questioning, discussion, marking and assessment are used to track and assess pupil progress and this information is used to identify what is



taught next. Fertile questions inspire and guide children to experiment, investigate and enquire about their learning and this helps them to raise their own questions about their learning and to challenge what they have been taught.

Extra-Curricular Opportunities

We provide a wide range of activities within and outside of school e.g. residential visits, football, netball, hockey, rugby, multi-skills, dance and drama. These activities are on the whole funded by the school (sometimes with support from the Foundation of Light). They are run by a range of staff and external providers. All children also experience forest school as part of their annual curriculum entitlement and this allows all children to experience outdoor learning at an appropriate level which is part of their wider curriculum entitlement.

Activities provided to the children develop life-long learning skills as well as skills of enquiry, observation, exploration of sources, comparison etc as well as communicating results and identifying patterns.

Lessons make effective links with other curriculum areas and subjects and every opportunity to taken to develop and apply English and Maths basic skills is exploited.

Developing children's independence, resilience and motivation as learners, as well as instilling children's responsibility as future citizens, is at the heart of all our teaching and learning. Our aim is that when children leave us, they are confident, resilient, successful learners with high aspirations for themselves and others and have the skills they need to provide a positive combination to their local community and wider society.