



## Woodbury Salterton CE Primary School

### Curriculum Statement

*“Inspiring one another to live life in all its fullness”*

#### Curriculum Intent

**Our school mission statement for Woodbury Salterton CE Primary School states that:**

Within a Christian environment, we aim to educate and encourage every child to live happily with others and to develop and make the best of his or her ability. Everybody is special, and we believe in each child not only as they are but also in what they can become.

The aim of the federation curriculum is to help and encourage pupils to reach their highest level of personal achievement, and specifically to;

- develop lively, imaginative, creative, enquiring and independent minds,
- read, write, speak and listen effectively,
- acquire and develop the knowledge, understanding and further key skills required for adult life and further learning,
- encourage a love of learning for children, as well as parents, staff and governors,
- recognise the worth of all individuals and celebrate children’s endeavours and achievements,
- encourage children to have high aspirations,
- encourage children to be active and respectful members of the school, village and global communities,
- support the children’s social, emotional and healthy lifestyle awareness.

**When reviewing our curriculum rolling programme we considered the key aspects of our CURRICULUM INTENT as :**

*To provide a curriculum which encourages pupils, within a supportive Christian environment, to aspire to reach their full potential. This will be achieved through experiential learning, using the richness of our local rural community and culture, but also by opening the children's eyes further to gain knowledge about, and see the opportunities in, the wider British, European and global contexts.*

### **Curriculum Implementation**

We have developed a broad and balanced, creative curriculum which is based on knowledge and skills. The curriculum inspires our children to ask questions and deepen their understanding of the topics covered. We have used the Cornerstones Curriculum to support the planning of our rolling programme, which encompasses the National Curriculum but also gives the opportunity for us to build on children's interests, skills and questions about the topics covered.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective when spaced rather than blocked
- 2) Interleaving helps pupils to discriminate between topics and aids long term retention
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach.

Our school is an integral part of our village community and is situated in an Area of Outstanding National Beauty and close to the Jurassic Coastline. We believe it is important that as well as opening the children's eyes to opportunities in the wider world, we should celebrate the customs, traditions and natural resources that we have locally. Going on walks in the village, inviting members of the community into school and visiting places further afield in Devon, Cornwall, Dorset and Somerset are important elements of our rich curriculum which, we believe, put the children's learning into context, therefore making it more memorable.

Our pupils are encouraged to consider their depth of learning, knowing that at times a concept will be new to all of us and will require further exploration.

We also consider supporting our pupils' mental health to be an important part of our provision. So, as well as ensuring all the National Curriculum subjects are taught in our curriculum, time is also given in discreet lessons, as well as activities across the day, to provide strategies and opportunities to support mental health.

Our Curriculum Plans consist of the long term rolling programme with specific vocabulary and key knowledge linked to our curriculum intent, that need to be covered within the term and support future learning.

Traditionally it was expected that teachers would differentiate by task or expectation and many different levels of success were accepted, this approach often ran the risk of lowering expectations. Today, the effective teaching practices see teachers expecting everyone to succeed by offering higher levels of support or extra challenge for those who need it, so that pupils can access the learning at the expected year group standard.

### **Curriculum Impact**

The impact of our curriculum is that the school Christian Vision will be fulfilled – that the children in our care will recognise their talents and these will be realised to their full potential.

By the end of each unit the vast majority of pupils have sustained mastery of the key content, that is, they remember the knowledge, can apply it and are fluent in it; some pupils have greater depth understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum. Children have positive self esteem, have an interest in the topics as well as seeing the relevance to their lives and links to prior learning; therefore they gain knowledge and make good progression in understanding and applying skills.

Our curriculum ensures that:

- Children gain a broad knowledge,
- Children learn progressively with hooks from one topic to support the next,
- Children having wide, rich vocabulary that can be used across contexts,
- Children apply knowledge to their everyday lives,
- Children are prepared for secondary education and have the skills and thirst for life long learning.