

Woodlands Primary School *Learn, explore and grow together*

We promote **learning** that is...

- Active and creative
- Independent and collaborative
- Challenging and relevant

We enjoy **exploring** our world by...

- Embracing challenge
- Persevering when we fail
- Celebrating success

Together we respect ourselves, each other and our community through...

- Tolerance and fairness
- Care and friendship
- Pride in our learning

The Woodlands Primary School curriculum has many aims and endeavours to support our pupils fully in their learning journey with us. We have designed our curriculum to be guided by the principles and values set out below. For each and every one of our pupils, we intend our curriculum to be...

Aspirational and future-focused

We want our curriculum to demonstrate the richness of the world we live in to our pupils. It should broaden their horizons and show them what they can achieve.

It should open up our children to experiences, knowledge and role models so that we can lift them up out of our familiar context and gain the kind of perspective that comes from encountering new, different situations. The Woodlands Wish List sets out these experiences which we have identified and will be offered to all pupils between Reception and Year 6.

Our curriculum should prepare children fully for the next phase of their education by ensuring that they have the skills and knowledge which will set them up for the future. We want our curriculum to be broad enough to inspire the artists, musicians, scientists, linguists, mathematicians and sportsmen and women of the future.

Knowledge rich

All of our units of learning focus on a set of knowledge (both declarative and procedural) which show progression and coherence through the school.

Teachers are very clear about what should be learned in each subject and we like to teach fewer things in greater depth. Knowledge and vocabulary to be learnt are clearly defined and set out for each unit in a knowledge organiser. We assess the pupils for the knowledge they have gained and whether this is remembered over the long term. We believe that the more children know, the more they can learn. For some children, especially the most disadvantaged, school is often the only place where they have the opportunity to gain knowledge of the concepts and vocabulary that will enable them to learn effectively alongside their peers and succeed in the long term. But we want our curriculum to move beyond knowledge. We want our pupils to build upon knowledge to ensure that our children know what to do with it. They are able to apply knowledge, consider, weigh, analyse, evaluate, create and adapt. We want them to learn how to be wise, not just well informed.

Coherent and strategic

We see our curriculum as continuous; not just a sequence or a chronology. The content has been structured as narrative over time. We have thought and continue to think about the organisation of the learning. Links are made where relevant and where they will enhance learning. Units of learning start with the 'big picture' first so that our pupils see the connections between their building knowledge rather than feeling like it is fragmented and bitty. We weave in links to key knowledge, vocabulary and skills throughout the school to allow the pupils to see these explicitly and consolidate learnt material.

Teachers are fully aware of these links and threads so that they understand how the various bits of the puzzle fit together across different subject domains and over time. We see this as a more satisfying way of structuring learning: everyone can see how the learning today relates to a bigger story and it is more effective because the detail of today is more likely to stick when put into the context of the overall scheme.

Inclusive and challenging

Our curriculum is designed so it is flexible enough to be accessible and challenging for all. Our curriculum offers a range of opportunities for all learners, regardless of their ages or starting points. We believe that, as long as the conditions are correct, all pupils seek challenges. We believe the maxim *high challenge, low threat* sums up our approach succinctly. We want our pupils to see the value in making mistakes when they are being fully stretched intellectually - this is when learning occurs.

However we choose to differentiate our curriculum, we do not do this according to 'ability' or put a cap on the learning for some pupils. The learning materials we prepare should contain cognitive challenge because this is the heart of learning; new material has to be demanding enough to be struggled with. We believe in supporting our children to all follow the same course of work. A key aspect of ensuring inclusivity and challenge in our curriculum is setting an appropriate pace. We do not encourage speed at the expense of depth, swiftness of coverage over security of that coverage and superficial knowledge at the expense of deep understanding.

Real, purposeful and relevant

Fundamentally, we want our curriculum to spark curiosity in our pupils and foster their love of learning. It is essential that each of our pupils can feel that the curriculum relates to them. They need to understand why they are learning about certain things, people and events and they should see the relevance to their own lives.

We make the most of our local area and local experts who add further depth to the learning. Trip opportunities are planned to link to and enhance learning. We take advantage of specific geographical and historical features of our location where they lend themselves to topics that our children learn about.

We utilise authentic audiences to engage our pupils fully in their learning. Where relevant, outdoor learning is used to bring lessons to life and give the children 'real' and related experiences outside the classroom's walls.

Develops expertise of core skills

We want our pupils to develop into individuals who are fluent and confident speakers, listeners, readers, writers and mathematicians. We value every subject's place in the curriculum but literacy and numeracy underpin all that we do. We have a central emphasis on talk and oracy; pupils' speaking skills are developed proactively and consistently. Opportunities for speaking and listening are built in to all units of learning. We consciously and strategically develop our pupils' vocabulary (spoken and written) to enable them to access ever more demanding texts as readers. Developing the skills and love of reading is a fundamental priority of our curriculum. We fully believe that written work will be of a higher quality when there has been high-quality talk using subject-specific vocabulary used beforehand.

We look for opportunities to develop numeracy across the curriculum, not just in maths lessons. We encourage our teachers to open our pupils up to the broad scope of maths and its many touchpoints in the world we live in. We want children to recognise the order, pattern and symmetry in every aspect of life.

Committed to personal care and development

We want our curriculum to prepare pupils to live full and active lives as part of their community into adulthood. In order to produce happy, fulfilled and compassionate citizens of the world, we must weave all elements of spiritual, moral, social and cultural learning and development into our daily practice. We want our pupils to be recognised for their respectfulness, manners and kindness. Pupils' social development is a key focus for us - we want our pupils to be able to use a range of social skills in different contexts and with people from different ethnic, religious and socio-economic backgrounds. We want our pupils to recognise and cherish the diversity of, not only our locality, but across the world. We will educate our pupils on what it means to be healthy in both body and mind. We believe that happy, well-rested and healthy children will learn more effectively and we will do everything we can to support pupils and parents in this regard. We will provide consistent opportunities for pupils to develop growth mindsets - focused on resilience, celebrating mistakes, taking inspiration from others and being responsive to feedback. Over their time at Woodlands, we want to see our pupils' independence increase steadily so they have the capacity to be more reflective and responsible for their own learning.

Broad and balanced

The knowledge, concepts and overarching ideas of individual subjects are an entitlement for every child. We cover the principles and full scope of the National Curriculum but our school curriculum will offer opportunities for learning beyond this where we deem it relevant and interesting to our pupils. We teach all subjects across all year groups. Each subject is fully valued and we work hard to ensure the integrity of each subject is preserved. We see all subjects as having a justifiable place in their own right and as part of the cultural inheritance that education should bring. We accept that we are not going to have the time to teach everything. So we focus on the key areas and the things we want them not just to know, but to understand. We value beautiful work and provide pupils with the time needed to produce work that shows care, pride, accuracy and persistence.