

Together Everyone Achieves More

Wreningham School is committed to Safeguarding
And promoting the Welfare of children



Wreningham V.C. Primary school

1 Corinthians 12:12, "There is one body but it has many parts. But all its many parts make up one body."

Reviewed Spring Term 2024

Next Review Spring 2026

This policy was approved by the Governing Body 13/3/24.

Curriculum Statement

All policies at Wreningham VC Primary School should be taken as part of the overall strategy of the school and implemented within the context of our vision, aims and values as a Church of England School.

Introduction

Our school vision, *Wreningham Primary serves its community with children, parents, staff and governors working together so that all pupils are safe, happy, keen to learn and able to achieve their very best within our Church school*, is encapsulated within our school curriculum and the Church of England's vision for Education.

The curriculum comprises all learning and other experiences planned, implemented and encouraged by the school, within the framework of the Foundation Stage and National Curriculum, to bring about our aims for the children: educating children in the knowledge, skills and understanding they need in order to lead fulfilling lives, build character and prepare them to succeed as responsible citizens in a changing world.

Curriculum Intent

Cumulative

Knowledge-rich

Vocabulary-rich

Coherent

In our curriculum, learning, vocabulary, and content is cumulative; content is learned, retrieved, and built upon so that when our children leave, they are resilient learners, curious to learn and find out more, have pride in their work and have raised attainment.

We have a knowledge-rich curriculum that aims to inspire, challenge and excite our pupils to learn. The order in which we introduce, and revisit knowledge is coherent and follows a logical progression: knowledge is sequenced, progressive and built up over the years. We have carefully considered the building blocks of progress in, e.g., in Science or History, and identified the knowledge essential to pupils' understanding of new materials in the subject.

Skills are discreetly taught and practised so they become transferable.

The curriculum is planned to enable all pupils to flourish academically and spiritually and to support disadvantaged pupils and pupils with SEND to acquire the schema, knowledge and cultural capital they need to succeed in life.

The content is engaging and relevant so pupils value learning, enjoy questioning, listen and respond creatively across a range of subjects. There is emphasis on pupils acquiring the appropriate subject vocabulary, crucial to the development of children's thinking. Knowledge underpins the curriculum and enables the application of skills. Each curriculum subject has a knowledge/skills progression map that specifies and sequences what we want our pupils to know, and to be able to do, at different stages, and by the time they leave our school.

Golden Threads

As a school with a church foundation, the curriculum is underpinned by our core Christian values of stewardship, friendship, courage forgiveness, hope, compassion, thankfulness, kindness, respect, love, service and perseverance. Our core values are threads which run through the curriculum. The pupils learn about and re-visit the values, focusing on one each half term in a 2-year cycle. The threads provide a link across our curriculum subjects and all areas of learning:

The school through its science curriculum and ECO schools work, supports pupils to learn how to help our planet be more sustainable and fair - Stewardship. The school has promoted environmental stewardship, developing science through ECO school activities. The school has developed a nature trail and a pond that supports pupils to learn about habitats, plants and animals, and to appreciate biodiversity.

In the Geography curriculum, children reflect on how the school values of kindness, service, courage and forgiveness can enable humans to be environmental stewards and courageous advocates for the world and its people.

Through the art curriculum children are encouraged to respect the need to be independent, creative and self-reflective, to respect others' opinions on artwork and to respect the equipment they use.

The school encourages pupils to have the courage to try new things within and out of lessons. For example, having the courage to overcome difficult challenges at the Horstead centre, climbing the tower and using the zip wire.

Children are encouraged to compare historical eras to one another and to life today to develop empathy and compassion towards those living, e.g., in the Victorian era, – to connect with the past and provide them with the tools to better understand how the past has shaped the present.

All the school's core values are weaved through our curriculum in this way.

Curriculum Implementation

Organisation and Planning In our school curriculum, subjects from the National Curriculum are planned with a key question and big idea.

Big Idea A big idea sits above each subject unit (e.g. History, Geography etc.) and refers to core concepts that should serve as the focal point of the curriculum. Big ideas give meaning and importance to facts and function as the 'conceptual Velcro' for a topic of study. They connect discrete knowledge and skills to a larger intellectual frame and provide a bridge for linking specific facts and skills. E.g.,

History unit, The Achievements of the Earliest Civilizations - Ancient Egypt. The 'Big Idea' - human history stretches back for 10s of thousands of years.

A focus on these larger, transferable ideas, returning to them frequently, helps children to see the purpose and relevance of content, and provides a familiar language on which to build new learning.

Big ideas are powerful because they are applicable to other topics, inquiries, and contexts. Because we can never cover all the knowledge on a given topic, a focus on a big idea helps to manage information overload and ensure learning is deeper to support real understanding.

Key Question (KQ) KQs act as a starting point and are designed to focus learning and bring about inquiry. They serve as doorways into focused, lively inquiry and research. KQ should be thought provoking and lead children to ask deep questions about the nature, origin, and the extent of their understanding. E.g., Is the Great Fire of London Thomas Farriner's fault?

Our aim is to provide exciting, stimulating questions providing a focus to learning which the children become fully absorbed in. All staff work together to further develop the school curriculum each term to provide the best learning opportunities for every child.

There is an emphasis on enquiry, problem solving, creativity and using the outdoor environment. Each curriculum subject is revisited and reviewed at the start of a new topic – especially the key words being taught in a particular year group.

Vocabulary, core to understanding and articulating learning, is identified, shared, and displayed by teachers (planning documents, displays etc...), and explored, applied and articulated by pupils (displays, written and oral outcomes captured).

The vocabulary lists are subject specific words the children in Wrenningham Primary will encounter again and again in our curriculum through regular retrieval practice and direct instruction. They are words children will remember and be able to use in order to explain key concepts. At the start and end of each subject unit, the words will be used in short quizzes or quick challenges to check children's progress in their knowledge and conceptual understanding.

Retrieval Practice is used to support children to transfer ideas from working memory into the long-term memory. Retrieval is spaced over time to support children in memorising knowledge, making explicit links to prior learning. Children are given regular opportunities to retrieve through low stakes quizzes at key points in the sequence.

Little Wandle SSP The school has a clear approach to the teaching of reading – we use Little Wandle SSP to teach early reading – this is delivered daily across EYFS, Key Stage 1 and Key Stage 2 for those children who did not pass the phonics screening.

RE is taught in weekly blocks every half term. RE is based on the 3 strands of theology, philosophy and human and social sciences.

Growth Mindset - Learning Powers At Wrenningham VC CE Primary School, we know that pupils who have a positive attitude towards their learning will make good progress in the curriculum and be successful. Consequently, instilling all our children with 'growth mindsets' has become a key priority for the school. We have developed a growth mindset culture where we focus on changing our words to change our mindset; "I can't do this" becomes "I can't do this...YET."

In a growth mindset pupils understand their talents and abilities can be developed through effort and persistence. Children are told a mistake in their work is evidence of learning and we introduce the concept of a 'learning pit' and 'grappling' with new learning. The school has developed four learning powers, Miss Perseverance, Captain Resilience, Dr D.A.R.E. and The Optimist to support the children to think about these concepts.



Spiritual, Moral, Social and Cultural curriculum All learning is planned with the intention of developing the whole child. All children within our school learn RE through the Norfolk Agreed Syllabus. The school curriculum has a wide-ranging promotion of pupils' spiritual, moral, social and cultural development to enable the pupils to thrive: As a church school we have strong links with the local church community and diocese; The school is accredited with the Healthy Schools Award and the Green Flag Award for its environmental status; The School Council is active, raising monies for school and charity and organising events. Opportunities for pupils to explore and develop their own spiritual awareness, values and beliefs, is provided in the curriculum through the daily act of collective worship and by means of enrichment events including a Prayer Space week and Walk to School week.

Relationships, Sex and Health Education RSHE is taught to compliment the wider ethos, values and principles of the Diocese of Norwich vision: 'Our vision for education is deeply Christian, with Jesus' promise of 'life in all its fullness' at its heart. In line with the Church of England's role as the established Church, our vision is for the common good of the whole community'.

RSHE is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age and stage appropriate manner. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, within which they value their sexuality and take responsibility for their health and wellbeing both now and in the future. We recognise the importance of RSHE in preparing children and young people to live safe, fulfilled and healthy lives. The objective of RSHE is to support children and young people through a journey of physical, emotional and moral development, through the teaching of essential knowledge, skills and values within the framework of the law, relevant provisions of the Equality Act, 2010 and through the teaching of the Christian perspectives on relationships and sex. worth.

More information can be found in the school's Relationships, Sex and Health Education policy.

Extra-Curricular Activities

This is an important part of school life. Currently we offer the following clubs and activities: Super Soccer, Y3/4 senior sports club, Y5/6 tag rugby, Y5/6 Netball, choir, Lego club, library, table tennis, ECO club, art, and recorder group.

Curriculum Impact

Pupils leave Wreningham Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.

As a result of our curriculum, we aim for:

- Raised attainment: children that are making good, or better than expected, progress.
- Knowledgeable, happy, engaged, resilient children, with a love of learning, and who have achieved their potential.
- Children who are ready for the next stage of their learning and aspire to be life-long learners.

Assessment of Foundation Subjects Assessment sheets are used by class teachers and subject leads in each foundation subject to determine pupils' knowledge and understanding of the matters, skills and processes specified in each subject's relevant programme of study.

Early Years Foundation Stage As children start school our aim is to provide an atmosphere where they will soon feel confident, valued and secure. Play is the cornerstone of the Foundation Stage curriculum. Through supervised play children are encouraged to explore, develop, imagine and investigate their surroundings in order to start to understand the world around them. It allows children to develop skills, build ideas, think creatively and interact and communicate effectively with others.

The EYFS framework sets the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe. The framework puts a focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad curriculum. Children rapidly begin to read in our Reception class by following a programme called 'Little Wandle.'

The Early Years Foundation Stage Curriculum is based around seven areas of learning and development.

The 3 prime areas:

Communication and Language

Physical Development

Personal, Social and Emotional Development

The 4 specific areas:

Literacy

Maths

Understanding the World

Expressive Arts and Design

All areas within the EYFS will be planned for. EYFS team identify children's next steps for learning and their progress is recorded regularly. Children in EYFS have daily phonics sessions.