

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."

Curriculum Policy

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.

As a team, we have worked hard to produce an inspirational curriculum for the children.

Introduction

As a school with a church foundation, the school curriculum is underpinned by our Christian values of stewardship, friendship, courage forgiveness, hope and compassion. 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 that they need in order to lead fulfilling lives, build character and prepare them to succeed as responsible citizens in a changing world.

Curriculum Intent - what are we trying to achieve?

At Wreningham VC Primary School our curriculum is built around our school's vision statement and the Church of England's vision for Education.

We have a knowledge-rich curriculum that aims to inspire, challenge and excite our pupils to learn. Emphasis is placed on pupils understanding the connections between pieces of information and knowledge is sequenced, progressive and built up over the years. Cross-curricular teaching enables children to 'connect' their knowledge together.

Significance is put on Learning Outside the Classroom, outdoors learning that closely links to classroom activities and provides enrichment to enhance children's enjoyment of learning, and their motivation, and improves their personal, social and emotional development.

The curriculum has wow moments to help inspire and enthuse children (e.g., trips, visitors, events).

The curriculum is planned to enable all pupils, including vulnerable pupils, and those with learning difficulties, to flourish academically and spiritually.

The content is exciting 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.

Curriculum Implementation – How are we going to deliver this?

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.

Curriculum Impact - How are we able to measure the impact of the curriculum?

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 Wreningham 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.

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.

Retrieval Practice

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:

- Mini quizzes
- Brain dumps
- Use of technology

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 changed on 1 September 2021 – in particular there is a new 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.

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.

Learning Outdoors – Learning Outside the Classroom

Many valuable experiences happen through outdoor learning. When learning outdoors is closely linked to classroom activities and is carefully planned, it can motivate pupils, enhance engagement with learning and raise attainment. Learning outdoors enables pupils to try out new ideas and helps develop their imagination and creativity. Teachers plan regular opportunities for learning outside the classroom and an outdoor week is planned each term. Local educational visits are planned to enrich the curriculum. In KS2 children have opportunities to take part in residential visits, one residential trip each year from Y3 to Y6.

All pupils have at least two hours each week of high-quality P.E.

Spiritual, Moral, Social and Cultural development

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. 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:

Educating for wisdom, knowledge and skills: enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.

Educating for hope and aspiration: enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.

Educating for community and living well together: a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.

Educating for dignity and respect: the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent 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.

