

Our Curriculum Implementation

Our curriculum at Waddingham Primary School is built around 10 core features:

- 1) We have adopted a thematic approach to our curriculum planned through our Coverage maps. The particular 'theme' chosen is always relevant to the children and is designed to be exciting and engaging. Our school values, main drivers and British values are linked to each theme. The themes are cross-curricular and however certain subjects are taught discreetly. To prevent the creation of tenuous links however, discrete subjects are taught where necessary. RE is taught as per the Lincolnshire Syllabus and PSHE following the Jigsaw scheme of learning. Maths follows the White Rose Maths Hub planning sequence. Science, Art and DT follows the KAPOW scheme of learning.
- 2) Each child is given a knowledge map prior to the start of their new theme; it identifies key vocabulary, contextualises the learning based on previous learning, provides an insight to the main focus of the theme and recommends a key text. Parents are also given a Parent Map as an overview of the learning to enable them to promote interest and experiences from home.
- 3) To engage, immerse and 'hook' the children in their learning experiences, every classroom learning environment reflects the theme that the children are learning about. This learning environment is not only used as a tool for engagement, but also to support and deepen the learning experiences taking place in the classroom.
- 4) Through the theme, all children engage in a memorable experience to enhance their learning, and further develop their knowledge and understanding. This could be for example, a visit to a place, a visitor into school or a practical activity or experience led by school staff. As our curriculum develops, we will also be looking at how 'launch' activities can add to children's excitement and engagement in learning.
- 5) Quality texts are integral to our curriculum approach, as we recognise that fluency in reading enables children to have access to the full curriculum entitlement. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. A quality text is chosen each half term to drive learning in English and as the basis for the teaching of

our bespoke 'writing sequence'. We ensure as far as possible that the texts chosen as the driver for English link to the termly theme. During the term, children will experience a wide variety of texts to broaden

- 6) Central to all of the above, and to our curriculum design, is an expectation of well thought out quality first teaching and learning, delivered by all. Teaching staff use our coverage map document and progression maps to ensure that learning is sequenced so that children build knowledge and skills over time – both building skills and knowledge within the year group curriculum, but also building on, and making connections with, prior knowledge from other years in school. Staff identify the key knowledge that they want the children to learn during the course of the theme and then ensure there are plenty of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long term learning.
- 7) As a school staff we are currently developing our understanding of the evidence from cognitive science as to how children learn best and how learning 'sticks' in long term memory, and we are exploring how interleaving and longitudinal learning may further complement our current curriculum model.
- 8) Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups.
- 9) All our staff work in Curriculum Teams alongside nominated Governors to ensure there is collective responsibility for the curriculum. This has allowed for distributed leadership of the curriculum, and means that a team of staff are responsible for the action planning, resourcing, evaluation and development of their curriculum area (both curriculum provision and quality of teaching and learning) throughout the year.
- 10) Our curriculum is constantly evolving, it is reviewed throughout the year to ensure that our learners get the very best provision and opportunities to grow and develop.

At Waddingham, we have high expectations for the quality of teaching across school. We ensure that continued improvement is the focus of our evaluation and development schedule by focusing on how staff can share good practice between each other, what areas for improvement they have and what high quality CPD can be provided to support their improvement

The Impact of our Curriculum:

As a result of our well planned and implemented curriculum, we would expect the impact to be that our children:

- Show awareness of the world around them and the opportunities it presents
- Are able to recognise and celebrate diversity
- Have a sound understanding of responsibility and how to show it
- Develop a passion for learning that remains with them throughout their lives
- Demonstrate our six school values of resilience, tolerance, kindness, responsibly, aspiration and respect in their daily life's
- Have a passion and love of learning
- Achieve well – all making good progress from their starting points
- Are able to be the best they can be
- Show high aspirations for the future and know that these can be realised with hard work and determination
- Are mentally and emotionally happy and resilient learners
- Are fully prepared for the next stage of their education
- Our families work in partnership with us to ensure their child's journey at Waddingham Primary School is a positive one and prepares them to contribute to the world in which they live