



Be Proficient

- To have developed the basic skills of reading, writing and maths to enable them to succeed in the next part of their education.
- To have developed key subject knowledge across all aspects of the curriculum and a solid grasp of vocabulary.
- To know, understand and apply what they have been taught.
- To make informed decisions and to adapt their approach (to reach success in the most efficient way possible).

Sustain Respectful Relationships

- To understand and respect the different backgrounds and life choices that people make.
- To celebrate, show respect and rejoice in diversity.
- To develop and share their own views appropriately. To listen to the views of others and be able to empathise with them.
- To know how and when to negotiate, compromise and support others.
- To be able to share their thoughts and feelings with others.
- To understand the importance of trust in any relationship.

The overarching intent of the curriculum within Wool CE VA Primary School is to develop **engagement and purpose through learning** so that pupils can **flourish** during their primary years and beyond.

We deliver a curriculum that enables children to:

Show Perseverance

- To recognise their own self-worth.
- To develop strategies that help them to solve and overcome their own problems, with resilience.
- To develop a lifelong love of learning.
- To use collaboration skills effectively in order to engage with the learning process.

Show Independence

- To think for themselves.
- To know how to access resources, when to ask for help and how to support their own learning.
- To be aware of their physical and mental health and how to sustain and improve it.
- To be able to reflect on their own behaviours and actions and learn from this.

Be Aspirational

- To question and analyse critically.
- To develop original ideas.
- To embrace the challenge of learning, including when they find aspects difficult.
- To recognise the role of targets in enabling them to achieve their potential.
- To make links between their learning.

Show Responsibility

- To understand their place in the school, wider community and the world.
- To develop and share their own views appropriately.
- To live out their school vision and values
- To make a positive contribution individually, locally, nationally and globally.
- To embrace British values.
- To understand the consequences and impact of their own actions.
- To influence and empower others to make a positive difference.

How will we deliver these outcomes?

Curriculum content supports diversity and challenge

- Children are taught about key local, national and global issues and about what they can do as individuals to address them.
- Children learn about and hear from people from a diverse array of backgrounds with differing beliefs.
- Children learn about people throughout history who have taken moral stands, made positive contributions and overcome significant challenges.
- Children learn about our history, culture and heritage as a country.

Curriculum content that supports the individual to develop key skills for their future

- Children are explicitly taught strategies to support them in collaborating and communicating with others, key features of successful relationships are (e.g. negotiation and compromise) and are regularly given the opportunity to put these into practice.
- Children are taught about how the brain works and how they learn. They are taught effective study skills to help them recall and use their knowledge in a variety of ways.
- Children are taught about how to stay healthy, including mental health issues that may affect them in the future and how to access specialist support.
- Children are taught that failure is a key part of learning. It gives us important information about what we do and don't know, allowing us to refine our approach.

Clear, Specific, Structured Planning sequences

'Learning is a change to the long term memory'

Without the right sequencing knowledge will not be stored or retrieved and learning will not take place. To allow for appropriate planning sequences we will ensure:

- There is a clear rationale to the sequence of learning for children throughout the school which allows for the incremental development of knowledge. Each school has a long term map of its curriculum and their own rationale to demonstrate this.
- The knowledge that is taught is relevant, purposeful and supports in building the cultural capital of every child.
- Each unit of work explicitly lays out the key knowledge that children are expected to acquire. All children are relentlessly supported to acquire and remember this.
- New units of learning should be set within the context of previous learning and where possible build on work already covered.
- Opportunities to recall, rehearse and apply are intrinsically included in every unit of work (e.g. knowledge organisers, low stakes quizzing, application tasks) using the principles of interleaved and spaced practice.
- New knowledge is taught in small steps (to reduce cognitive overload).
- Tier two and tier three vocabulary will be incorporated into all curriculum planning.
- Modelled, shared and guided practice are evident in all units of work and are recognised as a process by which independence is reached.
- All children are given the opportunity to evaluate, analyse, think creatively and critically by ensuring that they have enough knowledge to allow them to do this.
- Units of work are explicitly chosen because of their ability to deliver the 6 curriculum outcomes outlined in our intent. Once sequences of learning and units of work are adopted they are continuously reviewed for their effectiveness only changing where there is a clear rationale for this.

Continuous CPD for staff

'We take the learning of our staff as seriously as the learning of our pupils'

- Subject knowledge is a continuous focus for development for all staff.
- Staff are up to date with relevant educational research and use this to develop their practice.
- All staff are encouraged to lead their own development by engaging in research, sharing good practice with others and being part of different learning communities.