



Curriculum Statement

Our curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children.

All pupils will secure firm foundations in English and Mathematics and this underpins growth in other subjects. Our curriculum offers the full National Curriculum range of subjects. We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.

West Buckland Primary School and Nursery aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas. We want children to participate and not spectate; learning beyond their own experiences and applying their new found skills and knowledge.

Our Curriculum is knowledge rich with vocabulary acquisition at its heart. All subjects are carefully planned to ensure coverage of key content and knowledge that develops through the children's time in the school. We have identified key vocabulary and facts to be taught each term, and monitor the impact of this through pupil voice and learning walks. We have mapped the key learning in each subject to ensure there is a logical and progressive approach to teaching. This allows the skills element to our Curriculum to be a seven-year journey covering 20 core skills. These skills are evident through each topic we deliver and are developed in every year group. We operate a two year rolling program for our Foundation subjects.

Our Maths curriculum follows White Rose and is supplemented by a diet on number skills and times tables. Our English curriculum The Write Stuff with Phonics being taught using Read, Write, Inc and Spelling following the Twinkl programme.

We value diversity and celebrate different cultures, traditions and festivals across the school. Our children are confident and respectful allowing us to explore global issues, news events, controversial figures and sensitive topics.

Theory

Our Curriculum, alongside our teaching and learning, is based upon the Cognitive Load Theory. Our approach is to ensure the working memory is able to process information and that learning is then stored in the long-term memory. Staff are aware of over-loading children with information and knowledge and instead focus on building schemas and ensuing understanding is gained and retained. We teach subjects as standalone and make cross-curricular links where relevant to deepen meaning. Underpinning our Curriculum work is the practice of Retrieval – children are given a range of opportunities and activities to recall key vocabulary from their learning to help develop their memory and build schemas.

Knowledge and skills

Through our knowledge-based Curriculum, our children develop in a variety of ways. Procedural knowledge is developed through skills – children knowing the process and working through it. Substantive knowledge is about developing a set of facts – this is where key words and dates come in and are used to spark a conversation and make links. These two combined develop Hinterland knowledge – the ability to be able to elaborate, embellish and discuss drawing on a range of facts, links and understanding. All of this then develops Core knowledge and it is this aspect that is retained in the long-term memory – what can be recalled at a later date?

Intent

The whole staff, and children, were involved in the design of our curriculum with flexibility built in to adapt to the needs of each class. Each Foundation subject has a staff member assigned to it as a 'champion' who keeps an overview of changes and challenges. Each topic will begin with a discussion about what children already know, a recap of previous learning and how it links and the children articulating what they want to discover through their work. This then informs the teachers planning to add more detail around the subject level overview. Our overviews give a framework for learning and ensure progression and coverage, however they also allow teachers to have autonomy, and children to set the detail. Teachers work hard to bring paper plans to life and are supported, where necessary, by schemes of learning for certain Foundation subjects.

Implementation

Our Curriculum has been designed around children's interest as well as our local area, whilst ensuring statutory requirements are met. Skills are developed within the learning with knowledge and vocabulary being made explicit through the teaching of each subject or topic. Each Foundation subject has a staff member assigned to it as a 'champion' who supports with monitoring through pupil voice, learning walks and book looks. This area is part of teachers' ongoing professional development. They will continually explore new opportunities and resources to further enhance our offer through moderation and school-to-school collaboration. Visits and visitors will be utilised where possible to add a deeper context to the learning.

Impact

The impact of our curriculum is children being able to use and explain their newly understood vocabulary in context. Each topic will end with a discussion about what children have now learnt, how this fits to previous and future learning and if all their questions and lines of enquiry have been answered. Our curriculum is monitored by the SLT through pupil voice, learning walks, book looks and lesson observations. The newly acquired knowledge sticks with children when it is learnt in a fun and engaging manner; children are immersed through the use of working walls, quizzes and practical activities. As well as knowledge and vocabulary acquisition, children develop a sense of self, belonging and community through our school values. We develop the whole, all round, child to actively contribute to the wider world.

SEND

All children are included through our teaching and learning; we pride ourselves on being caring, inclusive and always look for ways to make lessons engaging and accessible for all. For those who need additional support we have a four tiered system and a range of tools to draw upon to ensure fair access and all needs are met, both within the classroom and in small group situations or a one-to-one basis.

Enrichment

We are proud of the amount of extra-curricular activities we offer both during and after school. Each year we participate in the Wellington Maths challenge, public speaking and poetry competitions, a range of sports fixtures and a range of events in the community such as Church services. In school we have half termly themed days, often based around a Country, assemblies around key events and festivals from around the World and special days such as Aspirations day and Charity day. All these additional events help develop cultural capital, celebrate diversity and ensure West Buckland pupils appreciate, celebrate and accept difference.