

Our Curriculum



WEST BOROUGH
PRIMARY SCHOOL

Be kind, be safe, be responsible and
embrace challenge.

Our curriculum is underpinned by our set
of core values.

Equality

Respect

Responsibility

Resilience

Challenge

Vision of the curriculum at West Borough Primary School

- Children know more, do more and remember more.
- Children's learning is progressive and adapted to meet the needs of current and differing contexts.
- Children's learning builds upon real life learning experiences.
- Children become global citizens who know and understand the world we live in.
- Children's experiences deepen their understanding of equality and diversity within our multi-cultural school community and beyond so they appreciate and celebrate differences.
- Children experience a broad and balanced curriculum with equality of subjects.
- Children are able to learn outside; both within the school grounds and beyond
- Children are independent, resilient learners, who take ownership of their learning.
- All children are successful and have immense pride in their learning.
- Children experience equity in learning within an inclusive learning ethos and environment.
- Children are supported to develop their emotional literacy.

INTENT

Our curriculum intends to:

- ❖ Provide a broad and balanced education to all pupils' that's coherently planned and sequenced so that children build knowledge and skills to equip them adequately for the next stage in their learning and for life.
- ❖ Celebrate the diversity of our school, its multicultural community and its position in Maidstone, the county town of Kent.
- ❖ Actively and deliberately promote memory and cognition.
- ❖ Support children's spiritual, moral, social and cultural development including British Values.
- ❖ Support children's physical development, promote activity and to enable children to take responsibility for their own health including making healthy food choices.
- ❖ Promote a responsible and positive attitude towards learning.
- ❖ Promote a culture of high expectations for every child ensuring equality of access to learning for all children.
- ❖ Have a high ambition for all pupils including those who are disadvantaged, have a SEND need and from diverse backgrounds.
- ❖ Equip children with the knowledge and cultural capital they need to be successful in life.

IMPLEMENTATION

Organisation and planning

The curriculum at West Borough Primary school fits our vision. Our curriculum approach is creative, connected and aims to include real life experiences, making learning memorable, purposeful and enjoyable.

Our curriculum is underpinned by a robust set of core values:

Equality, Respect, Responsibility, Resilience and Challenge

For Years 1-6 the curriculum is organised around termly topics with a clear expected outcome the children will work towards collectively or individually.

Whilst there is connectivity within the topic enabling children to use knowledge, skills and understanding across subjects we teach science and foundation subjects discretely. This is so that children understand the 'subjectness' of the subject and the specific vocabulary, knowledge and skills needed to enable them to go deeper into each subject and to equip them well for the next stage in their learning journey. The curriculum is planned around progressive curriculum maps which subject leaders have designed for science and foundation subjects which build on children's learning in the Early Years Foundation Stage. These include the National Curriculum aims and outcomes for the subject, the vocabulary and progression that builds

termly then yearly and the intended end points (I can statements). These are regularly reviewed and evaluated ensuring that the curriculum offer remains current and relevant reflecting changing contexts locally and globally. Subject Leaders for Science, History and Geography have created knowledge organisers which are used to support the children's progressive acquisition of vocabulary and key knowledge for each topic covered.

Subjects we teach:

- English
- Maths
- Science
- Art & Design
- Design & Technology
- Geography
- History
- Languages: French
- Music
- Physical Education (PE)
- Religious Education (RE)
- Relationships and Health Education (RHE)

Some subjects are taught through a scheme:

- Relationships and Health Education (RHE): Jigsaw
- Languages: Language Angels (adopted Term 6 2022)
- Understanding Faith: The Kent Syllabus (RE)
- Physical Education: Get Set 4 PE (adopted Term 6 2022)
- Computing: Switched on Computing

British values and spiritual, moral, social and cultural development are vital parts of our curriculum. In order for our children to be global citizens children need to learn about other people's lives and circumstances. This is covered by our whole curriculum ethos, RHE, RE and through whole school project learning such as our 'Cultural Fair'. Subject Leaders use their progression documents to create long term and medium term plans for the school. Teachers are then responsible for short term plans.

To further enhance our curriculum and to ensure we are developing our children's cultural capital we encourage trips, visitors and special events to enhance and engage the children's learning beyond the classroom.

This includes visits to the theatre, Living Land, castles, local parks and places of worship. *Recently the school learning council visited the Hazlitt theatre to learn about public speaking and how to project their voice.*

Outdoor learning is encouraged and valued. Amongst our large grounds we have a Forest School and a Pond. We believe that outdoor learning supports health and vitality in children in addition to making learning memorable, contextual and fun.

IMPACT

The impact of our curriculum will be gauged by how our children have developed and retained knowledge and skills and how well these are developed and built upon each year. This is monitored by Senior Staff and subject leaders through subject monitoring, learning walks, pupil progress meetings, staff and pupil voice. This is reflected in assessment procedures which allow us to measure outcomes against all schools nationally.

- EYFS % of pupils achieving a Good Level of Development' (GLD)
- Phonics Screening at the end of Year 1 (Y2 Autumn 2021)
- End of KSI % of children working towards or at the expected standard and at Greater depth in reading, writing and maths.
- Year 4 multiplication check
- End of KS2% of children working towards or at the expected standard and at Greater depth in reading, writing and maths.
- Attainment in all subjects for all year groups at the end of the year which is analysed and monitored by subject leaders

