



Wexham Court Primary School Curriculum Intent Statement

Aims:

- To provide pupils with a diverse range of experiences academically, mentally and physically in order to enhance their cultural capital and secure learning.
- To ensure learning is committed to long term memory.
- To equip pupils with the skills, knowledge and ability to articulate themselves so that they are prepared for life beyond primary school.

Our curriculum is designed to enhance and develop the pupil's confidence, cultural capital and academic skills, so that they can make positive decisions about their education, employment and lifestyle. Children drive the curriculum through their thirst for learning. A focus on oracy promotes confident speakers and eventually leaders, who can debate, challenge and build upon their own views and those of others. Reading is at the heart of our curriculum. Carefully planned questions and specifically chosen literature allows our children to develop their comprehension skills. Teachers read avidly, share their love of reading and ensure every lesson is a literacy lesson. The curriculum reflects the diversity we are lucky to have within the school and aims to immerse them in experiences and events within their local community, nationally and internationally. Cultural capital is developed for all our children with extra experiences provided for the most disadvantaged. Breadth and depth are secured through carefully planned objectives, and concepts are revisited to ensure commitment to long term memory. Key concepts are revisited, and schema are linked and developed beyond the prototypical, securing progress.

Our curriculum is adapted to be ambitious and meet the needs of all pupils including those with SEND; increasing accuracy and fluency. A holistic approach to learning develops their life skills, supports their wellbeing physically, emotionally and academically. Our horticultural work develops sustainability in a nurturing and supportive environment.

Regular CPD sessions, research and teach meets ensure that teachers can deliver an ambitious curriculum, which is supported for those who need it to be.

Implementation:

Teaching across Wexham Court is strong. The role of the teacher is to inspire and support learning through clear delivery, strong links and proficient checking for gaps in understanding. A growing understanding of the cognitive load theory and SEND, empowers our teachers to plan appropriate scaffolds for their pupils, ensuring they can succeed in the given task. Likewise, the use of Rosenshine's 10 instructions ensures that teaching is stimulating, pacy, and challenging so that pupils of high ability are able to thrive and achieve their true potential. Our teachers model their thinking by tracking their thoughts and language aloud repeating specific vocabulary. They teach only the necessary amount of input, allowing pupils time to practise and develop.

In every subject, teachers use opportunities to develop writing, reading and where appropriate mathematical concepts. For example, in Enquiry, teachers use tool kits to support

genres such as a discussion text about democracy in Ancient Greece. In PE, suffixes. In Art inference is used as a skill to deduce an artist's thoughts or feelings from a piece of work.

Reading drives the curriculum and remains an integral part of the Wexham journey. Pupils read for pleasure and comprehension. From Nursery, phonics is rigorous and sequential, and monitored closely to ensure that gaps are quickly identified and closed. Speed sounds are visited throughout the day and common misconception words are given a high priority. Parents are integral to the teaching of phonics, and observe sessions being taught. Pupils in EYFS and KS1 are immersed in books, quickly engaging young readers. A strong reading culture is developed throughout the rest of the school, with specially selected high-quality books and challenging question stems based on SOLO taxonomy. Pupils enjoy reading, with a range of age-appropriate books in the library and book corners, all supported using Accelerated Reader. Children help purchase books, including the recent addition of The Alex Rider series of novels. Teachers model their love for reading, which is appreciated by pupils.

Oracy is developed daily in all subjects across the curriculum, children speak confidently and clearly, challenging or building upon points made by their peers. They spend time rehearsing vocabulary and texts, embedding them into their long-term memory. Talk is always encouraged and valued, enabling good conversations to take place inside and outside of the classroom.

During Enquiry, staff and pupils work together to plan big questions to investigate. Their collaboration will lead their learning into areas they are most curious about. Parents enhance the children's learning by supporting project work at home. An Enquiry Team meet to ensure progression is developed and that depth is built in. Specialist subjects such as Spanish and Music are taught by specialist practitioners, with class teachers and clubs enhancing the learning further. Performances are planned in different venues in order to ensure that children experience a sense of achievement and are encouraged to strive even further, for example, Eton Chapel. Physical Education is taught by all staff, with the support of a Sports Coach. Pupils reflect on their progress and set targets. Our work with the Slough Sports Network and the Wellbeing Team, ensure that progress is monitored, and teaching is adjusted to develop areas of weakness. This is supported by whole school initiatives such as Active Movement and walks around the school. Parents and staff are role models and attend sessions after school so that pupils can see physical fitness is a life-long process. Teachers create an appropriate environment for learning, in PSHE and RE they use meditation and reflection with a nurturing context. This enables children to use their ABC to share and reflect on their views and those of others. The physical environment enhances learning, such as sitting in a circle or key vocabulary and reminders around the classroom.

Children develop a love for gardening and sustainability through our highly successful horticultural work. They understand how to grow and look after fruits and vegetables and try new foods.

Assessment runs through every vein of the school. Teaching and planning rely heavily on assessment for learning. The curriculum is designed to include a plethora of opportunities for teachers to assess and for our pupils to reflect and redraft. Staff at Wexham Court read high-quality texts to help support and develop their teaching, opting for strategies such as 'Cold

Call', 'Stretch it', 'Wonderful Mistakes' and ABC. More formal assessments are planned throughout the term to ensure standards can be measured. Through dialogic TLCs (Teaching and Learning Committees) teachers discuss articles, research and problem solve. We also take part in cross moderation and the sharing of good practise through regular lesson observations. This is supported by a CPD programme aimed at the specific needs of our staff with different levels of experience.

With the ambition to develop and reflect on our practise, we work with RWI and Maths Mastery consultants, who work with our leads to mutually support each other. The impact has led to a rise in standards across each subject area. We are also working with other schools in the borough to develop question stems for reading based on the SOLO rubric.