

WOODHALL CURRICULUM STATEMENT

COMMON PRIORITIES ETC - THESE ARE REFLECTED IN YOUR SUBJECT-SPECIFIC STATEMENT

Intent

Our detailed **subject skills ladders** detail the knowledge and skills children should have developed know by the end of each year group. This provides a sequential framework to underpin planning.

From these, we have built a **whole school curriculum map**, which covers all aspects of the National Curriculum, and gives themes to learning for each term from Year 1-Year 6. EYFS comment?? Mapping in this way ensures that our curriculum coverage is taught logically, systematically and explicitly. Children are provided with a rich and demanding curriculum, bespoke to the strengths and needs of our school community.

A cross-curricular approach provides a strong context to children's learning. We have given careful thought to ensuring that links are meaningful. Some subjects are mainly taught discretely (PE, PSHE, RE) Although a subject may be linked to the single theme, some aspects of that single subject (for example; English and maths) are taught discretely.

We want parents/carers to work in partnership with the school, drawing upon their strengths (e.g. sharing skills such as carpentry) and supporting them (e.g. through subject-specific workshops, recommended reading and websites) and therefore we share detailed **curriculum overviews** to provide knowledge of what their child will be learning each term.

Throughout our curriculum, we have identified specific curriculum content - knowledge, skills, experiences - particularly important to our school and community context; for example, exposure to a range of cultures across the subjects. We aim to broaden the children's horizons and foster aspiration.

We have identified the strengths of our school community and these serve to personalise our curriculum; for example the use of facts & figures, photographs, witness testimony and anecdotes surrounding our purpose-build estate; as well as interweaving opportunities for challenge and depth of thinking around these areas e.g. what has been the legacy of the first inhabitants of South Oxhey? Did the council achieve its goals with the building of the new estate?

Reading is at the core of the Woodhall curriculum. Our children must to be able to read at an age-appropriate level and beyond; we must light the spark which becomes an inherent love of reading alongside the understanding of its importance in life. Therefore our curriculum has been designed to offer limitless opportunities for reading and also for developing a rich vocabulary. Sharing high-quality texts, both fiction and non-fiction, underpins the curiosity, creativity and thirst for knowledge within each child that we are striving to develop.

We have built in plentiful opportunities for developing speaking & listening as a crucial foundation stone for learning. This reflects a significant need within our school context. These carefully-planned opportunities for engagement (through focused role-play, speaking frames etc.) provide our children with, among other skills, the ability to develop confidence in asking the questions which can ignite their learning.

Implementation

We currently use the following curricula/schemes of work to plan our curriculum:

- **The National Curriculum**
- Hertfordshire Agreed Syllabus for Religious Education
- Herts for Learning Essential Maths
- PSHE Association Curriculum
- Purple Mash (computing scheme of work/computing resources)

Each teacher creates a **curriculum overview** which reflects thorough coverage of subjects. This is based on content to be covered, and therefore will change to ensure high-quality coverage in different terms (for example; the first

term in a history topic is spent on developing an excellent overview of the time period and the second on focusing on particular elements in detail). The 'component parts' of each subject are represented (e.g. DT: research - design - make- evaluate) and this is checked by subject leaders. This ensures that any 'diversions', for example following children's interests/linked national events and so on, serve to enrich the carefully planned breadth and balance of the curriculum.

Curriculum overviews are detailed, with particular focus on developing children's curiosity and developing parent partnership through suggestions such as book titles related to the subject, places to visit and websites. Overviews are shared with governors, children and parents, providing the opportunity for all stakeholders to understand how the curriculum will be delivered and also to add enrichment as appropriate; for example, a visiting grandparent talking about their experiences of moving from the East End of London to South Oxhey in the 1950s.

School governors have an overview of the curriculum, and are enabled to carry out their strategic role, through the core and foundation working party meetings, visits to the school and meeting with subject leaders.

Throughout the term, content is reviewed and adjusted as appropriate against the subject skills and knowledge ladders. This is monitored by subject leaders as part of their annual programme of work.

Children work in exercise books as well as producing work for high-quality displays around the school. Where we are spending vital curriculum time developing talk for learning (for example through 'conscience alleys', hot-seating and debate), this is celebrated in books as appropriate; e.g. through photos or annotations.

A whole school map of enrichment events is in place, which has been planned to reflect the context of our learners, and to address the many gaps emanating from social disadvantage; as well as to capitalise on the local area; for example, visits to local sculpture woods and an historic local chapel.

Impact

We use 'Assessment Manager 7' to record pupils' attainment on a termly basis, and take part in all applicable national assessment: GLD, Year 1 phonics screening, Year 2 phonics screening where relevant, Year 2 SATs, Year 4 times tables test (to be introduced as per government guidance) and Year 6 SATs.

At Woodhall, following reflective discussion with pupils, we hold half-termly PPM (Pupil Progress Meetings) to analyse the progress and attainment of each child in the class in terms of reading (including phonics), writing and maths.

We discuss strengths and trends in order to share good practice and look at anything that is hindering good progress; recording measures to address these effectively.

We look at the number of pupils on track to reach end-of-year targets and break this down to give a detailed picture of vulnerable groups such as disadvantaged and/or pupils with SEND. We look at the steps of progress each child has made, both in-year and by prior attainment. Next steps for any child falling behind (not on track in attainment or not making good progress). We look at whether children already targeted to achieve a 'greater depth' standard are on track and look at additional pupils to be targeted.

At the next PPM, all previous next steps are reviewed, ensuring a high-level of accountability for staff and impactful implementation of personalised learning.

For foundation subjects, teachers assess children's knowledge and understanding against our in-year Woodhall Assessment Tracker (WAT). Where a child has achieved all relevant objectives and has consistently demonstrated appropriate knowledge and skills, a score of 2 is given. Where the majority of objectives have been met, a score of 1 is awarded; and if the child has not achieved, a score of 0 is given. These scores are used as a basis for future planning- identification of strength and gaps in knowledge/skills - and intervention where appropriate. Subject leaders analyse this information alongside class teachers; not only to give a picture of achievement and progress (including that of specific groups such as disadvantaged pupils, but to use the information as a driver for making further improvement.

Social, emotional and mental health is key at Woodhall, and a nurturing ethos pervades the school. Therefore we include a detailed analysis of children receiving SEMH intervention as a crucial part of each PPM. Using ELSA targets

and pupil voice, we discuss the achievements, barriers and next step for each pupil, as well as identifying other pupils who might be in need of our intensive SEMH support. We recognise that long-term support may be needed and points increases against targets may be minimal but are significant for that child.

We run a comprehensive cycle of subject leader monitoring and evaluation throughout the academic year. This includes work sampling, learning walks and pupil voice. Detailed feedback is provided to individual teachers, with next steps in place (underpinning school priorities) with summaries with common strengths and areas for development shared with all staff. These actions serve to drive school priorities forward, to give senior leaders a breadth of evidence and an accurate overall picture of school improvement. (See School Development Plan - [NEED LINK HERE](#))

Please find further information on individual subjects for further detail about in-school subject specific assessment e.g. reading miscue analysis.