



Wilkinson
Primary School

Wilkinson Primary School

Intent, Implementation and Impact

By Showing Pride and Respect In All That We Do, WE WILL...




Intent

Our curriculum is grounded on the school's core principle of "Show Pride and Respect in All We Do". All pupils, staff, governors and parents support this vision - the "Wilkinson Way" which drives the highest standards of learning, pupil behaviour and attitudes.

The school motto "Show Pride and Respect in All We Do" forms the basis of our mission to "ASPIRE"; enabling the children to: **Achieve, Succeed**, reach their full **Potential**, be **Independent** learners and show **Resilience** and **Excellence**.

The innovative and creative curriculum is designed to provide the children with:

- the knowledge, skills and understanding so they can **achieve** in further education
- the ability to transfer their skills between subjects allowing them to **succeed** in modern life
- a love for learning and a desire to find out more, so they can reach their full **potential** that develops **independence**
- challenge, so they can build up **resilience**
- new and exciting experiences, broader horizons, high expectations of their future and to break the constraints of existing expectations allowing them to aim for **excellence**



It is our intent that

In **English**, all our children will aspire to speak, read and write fluently and confidently so that they can communicate their ideas and emotions, acquiring knowledge, building on what they already know; they will develop the essential skills of language which will enable them to participate fully as members of society.

In **Mathematics**, all our children will aspire to view mathematics as essential to everyday life, have a positive attitude towards the subject and to be successful in reasoning mathematically and solving complex problems, enjoying the subject, and making a good start in becoming fluent users of maths.

In **Science**, all our children will aspire to use science to explain, predict and analyse the natural world; building key knowledge and concepts, being excited and curious about natural phenomena and understanding methods, processes and uses of science.

In **Computing**, all our children will aspire to use technology creatively to understand and change the world, becoming digitally literate – at a level suitable for their future education and work, and as active participants in a digital world.

In **History**, all our children will aspire to know more about the past, understand how societies have changed, developed and influenced each other and developed key historical skills.

In **Geography**, all our children will aspire to learn about the world and its people; they will be equipped with knowledge about places, people, resources, environments and, physical and human processes, developing key geographical skills.

In **Art and Design**, all our children will aspire to experiment, invent and create their own works of art, craft and design; to develop the knowledge and skills to work creatively; understanding how art and design reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In **Design and Technology**, all our children will aspire to use Design and Technology solve real and relevant problems; use creativity and imagination to design and make products; becoming resourceful, innovative, enterprising and capable, understanding how design and technology contributes to the creativity, culture, wealth and well-being of the nation.

In **Music**, all our children will aspire to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement; developing critically allowing them to compose, and to listen with discrimination.

In **PE**, all our children will aspire to succeed and excel in competitive sport and other physically-demanding activities; providing opportunities for pupils to become physically confident in a way which supports their health and fitness; embedding values such as fairness and respect.

In **Religious Education**, all our children will aspire to be respectful, responsible citizens who are able to explore their own beliefs, develop a sense of identity and belonging, showing an understanding and empathy towards others in the school, local, UK and global community.

In **PSHE/RSE**, all our children will aspire to be healthy, independent and responsible; understanding how they are developing personally and socially, give them confidence to tackle the issues that are part of growing up, understand their rights and responsibilities and develop their sense of self-worth.

Implementation

In order to achieve these goals the curriculum is delivered in two separate but interlinked pathways:

- A. The acquisition of basic skills, knowledge and understanding
- B. The use of skills, knowledge and understanding to find out more, broaden horizons and develop a love for learning.

Our curriculum is designed to meet the needs of all learners, including those with SEND. Pupils at all levels are helped to achieve their potential. Our intent is to provide high quality, targeted, challenging teaching. Those learners who struggle are supported by targeted interventions and those who are the most able are challenged and extended so that they achieve sustained mastery.

The acquisition of basic skills, knowledge and understanding

Basic literacy skills are acquired through the "Read, Write Inc." scheme, known to our learners as RML. It is vertically streamed and delivered to small and very small groups. This has a positive effect on pupil outcomes with children's phonological awareness well embedded before the Phonic Check in Year 1. Following on from this pupils' reading skills are developed in a structured literacy hour with a very strong focus on guided reading.

The development of pupils writing skills has been a priority for the school and consequently more time is allocated to this; with children given the opportunity to become immersed in a piece of writing, sharing and reviewing with their peers and teachers, redrafting and proof reading to produce Writing that is Out of this World (WOW writing).


Mathematics is taught through the Concrete, Pictorial, Abstract approach advocated by the Singapore Maths Project. We have chosen, as with RML, to group children with those of a similar ability, regardless of school age, to allow teachers to focus on specific learning goals and to be able to move children along as a whole group.

The use of skills, knowledge and understanding to find out more, broaden horizons and develop a love for learning.

History, geography, art and design, design technology, music, dance and computing are delivered through a termly thematic approach, which is known as 'The Creative Curriculum'. This allows children to explore links across the curriculum and learning in one 'subject' can be reinforced and enhanced in others. The order of themes and the mix of curriculum areas within topics allows pupils to connect new with existing knowledge, developing fluency and unconsciously applying their knowledge as skills.

Children also see that exploring a question or topic can involve a multitude of skills from many disciplines.

Each theme begins with a WOW experience, a transformed and stimulating learning environment and



a key question for the children to consider at the start and then answer at the end of the topic. The topic ends with an 'outcome', an art exhibition, a podcast, an e-book, a film... This approach motivates, excites and enthuses children, and has a positive impact upon learning. Enjoyment of the curriculum and learning with a purpose promotes high achievement, confidence and good behaviour.

Physical Education is delivered separately from the creative curriculum, apart from dance. Games is provided by an external agency, allowing us to provide expert tuition with the consequent positive impact upon standards, with gymnastics being taught internally. Swimming is provided for Year 5 children.

The curriculum is comprehensively planned, based on detailed curriculum mapping, using the EYFS and National Curriculum as the basis for content and expectations. We have structured this so that each year group is clear about what must be covered and assessed and the key knowledge and skills the children must acquire. Subjects are led by small teams of senior and middle leaders, this enables middle leaders to have a direct influence on the school. It is also an effective form of CPD for aspiring senior leaders. Subject leaders observe teaching, scrutinise outcomes and carry out pupil interviews regularly, giving them a comprehensive view of their own curriculum, allowing them to identify areas for development and improvement. Time is allocated termly to this process. Middle leaders who, through appraisal, express the desire to further their career are given opportunity to do so and leadership training is accessed.

As part of developing the child beyond the academic, we offer an extensive range of clubs, instrumental tuition, opportunities for performance, and sporting teams which complement and extend the core curriculum. Sporting achievement is high, several teams entering city-wide competitions with many going on to become city champions.

The core curriculum is assessed each term using NFER tests. Children's phonological knowledge is tested every 6 weeks. Following formal testing groups for maths and RML are amended by subject leaders as required.

Assessment data is reviewed by Senior Leaders and staff for analysis, time in staff meetings is allocated for this on a termly basis. Teachers can see clearly from the range of data the progress and attainment of individuals and groups and use this to reflect upon the effectiveness of interventions and to prepare new ones.

Any children causing concern are referred to the Inclusion Manager to investigate what may be causing the concern, and to utilise experts from within school and external agencies in support of those children. Having such meetings on a regular basis allows children who are at risk of falling behind to be identified early and have provision made and then extended at the earliest opportunity if required.

The foundation curriculum is assessed on an ongoing, almost lesson by lesson basis using an electronic tracker devised by the school. Staff can easily identify children who may not be making progress in foundation subjects easily and can take steps immediately to support such children. Children self-assess using a traffic light and comment system and work is responded to in a positive manner which also will highlight children's next steps for learning.

Impact

The strong and clear vision behind our curriculum and the way in which it has been constructed and implemented results in motivated, enthused and confident learners who not only achieve as highly as they are able to, but also have experiences and opportunities which they may well otherwise not gain. Through the curriculum pupils acquire vital skills, knowledge, attitudes and aspirations so they are very well equipped to, with broaden horizons, and high expectations of their future, break the constraints of existing expectations and become valuable and responsible citizens. We base this assertion not only on statutory assessment which is consistently in line and above national expectations and the progress our children make, which has historically been very good, but in the responses of pupils, parents and other about the way our children take pride their learning and respect others around them. We are immensely proud of the exemplary behaviour, politeness and care shown by our children, especially outside school, where it is inevitably commented on by onlookers. This is consistent across all pupil groupings and allows children, regardless of academic ability, to be able to function in the wider world.

Progress score in reading, writing and maths ?

Reading

Above average

1.7

Writing

Above average

1.6

Maths

Average

-0.8

[More score details ?](#)

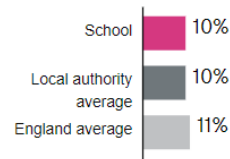
[More score details ?](#)

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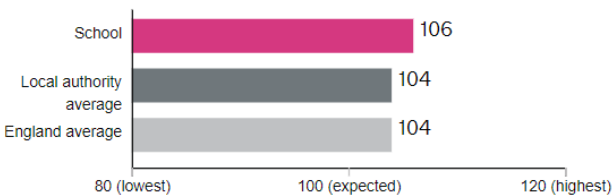
Pupils meeting expected standard in reading, writing and maths ?



Pupils achieving at a higher standard in reading, writing and maths ?



Average score in reading ?



Average score in maths ?

