

Westfield Primary School and Nursery

Curriculum Statement 2020-2021

Curriculum Area	Intent	Implementation	Impact: on attainment/progress and wider impact
<p>'Big' Curriculum Concepts</p>	<p>At Westfield Primary we are fully committed to providing a relevant, broad and balanced curriculum to all children. Through our curriculum we aim to encourage and develop inquisitive thinkers and learners who are engaged in the curriculum via exciting and stimulating opportunities.</p> <p>Through our curriculum design we have aimed to provide the children with diverse and rich learning experiences to develop transferable skills. Underpinning all curriculum planning is our strong school ethos that promotes the holistic well-being of all members of our school family. The development of children's Spiritual, Moral, Social and Cultural understanding is central in delivering a curriculum which strives to ensure our children are well-prepared for life in Modern Britain.</p> <p>The aims of our school curriculum are:</p> <ul style="list-style-type: none"> • to enable all children to learn, and develop their skills, to the best of their ability; • to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning; 	<p>Our curriculum is thematic and allows the children to explore different subject areas via exciting topic themes. The themes are relevant and stimulating and allow the children to make progress through the requirements of the National Curriculum and ensure the children develop a broad set of transferable skills, knowledge and subject specific vocabulary.</p> <p>Our curriculum is motivating, engaging and taught through themed curriculum drivers carefully linking subject disciplines and knowledge. Visits and visitors are used to help deliver the curriculum in an exciting and stimulating way. Where areas of learning do not fit in to our themes we teach them as high quality stand-alone units.</p> <p align="center"><i>“. . . the joy of true education: of reading for the sake of a wonderful book rather than for an exam; of following a subject because it is fascinating rather than because it is on the syllabus; of watching a great teacher's eyes light up for sheer love of the subject.”</i> Professor Richard Dawkins</p> <p>Our curriculum is sequenced through loops of learning, seeking consolidation of learning and understanding over time to secure changes to</p>	<p>Measuring and monitoring the impact of our curriculum at Westfield takes on many strands. It provides opportunities for formative assessment to enable children to know and take ownership of what they specifically need to do to build their knowledge, skills and understanding. Teachers use SPTO to plan and track pupil progress and to identify any specific needs. This information is used in regular pupil progress meetings which can be used to support intervention programmes.</p> <p>Subject leaders monitor the impact of the curriculum, celebrating the children's achievements in all subjects and working together to plan activities and events to support the children's learning within their curriculum area. They monitor their subject throughout the year to reflect the current demands of the curriculum and to inform future planning.</p> <p>Our school improvement plan is what drives areas for development. It is drawn up and agreed in an annual meeting with all staff and governors when the year's achievements are celebrated and next steps are planned. Staff take ownership of measuring the impact of</p>

	<ul style="list-style-type: none"> • to enable pupils to develop a broad and deep body of subject knowledge and a wide vocabulary which helps them to excel and prepares them well for the next stage in their education; • to enable children to be creative and to develop their own thinking; • to teach children about the developing world, including how their environment and society have changed over time; • to help children understand Britain’s cultural heritage; • to enable children to be positive citizens; • to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education; • to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong; • to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; • to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others; 	<p>the long-term memory. It enables pupils to deepen their knowledge to perform skilfully, and be challenged to appropriate levels.</p>	<p>our curriculum using staff meetings, Phase meetings and through their own continuous professional development.</p> <p>We aim for all children to leave Westfield Primary School with the skills, knowledge and ability:</p> <ul style="list-style-type: none"> • To be positive citizens • To understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all • To have respect for themselves and high self-esteem, and to live and work co-operatively with others • To learn, and develop their skills, to the best of their ability; • To be creative and to develop their own thinking; • To understand the developing world, including how their environment and society have changed over time.
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<p>Wider Curriculum</p>	<p>In addition to the national curriculum subjects, we also promote the following key areas:</p> <ul style="list-style-type: none"> • Creative and Performing Arts • Outdoor Learning • Career related learning • Curriculum based visits • Sporting opportunities • Community involvement and visitors <p>Our wider curriculum allows children to make connections across their learning, through the curriculum and with our local and wider communities.</p> <p>We believe that learning does not happen in isolation but is part of the rich experiential approach to the whole being and that learning is intrinsically linked to life skills, personal wellbeing and emotional resilience. We believe that our children will become better equipped to learn if we give them these rich learning and life experiences and therefore they will make greater progress and achieve greater outcomes and potential.</p> <p>As a staff we feel that these areas will help us to develop our children further and prepare them for their future.</p>	<p>Enrichment</p> <p>We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.</p> <p>Trips and Visits</p> <p>We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work for example a North America topic may include a trip to the American Museum at Claverton in order to allow children to view American history and artefacts. We organise residential trips for our Year 4 and 6 pupils. Year 4 will spend two nights away at Great wood, Somerset and this will help to prepare for the week long residential in Year 6. Year 3 have a sleepover in the school hall.</p> <p>#FantasticFutures</p> <p>Each year group will take part in a variety of workshops throughout the Fantastic Futures week. These will link to their topic work or to a whole school theme. We invite employers, universities, colleges and parents to help enhance career related learning across the school and raise aspirations.</p>	<p>Active Solutions targeted vulnerable PPG pupils and helped boost their self-esteem (PASS Survey)</p> <p>Fencing club held at 8.00 am promoting health and wellbeing before lessons</p> <p>Year trips continue to be successful and a hugely positive influence on the children's enjoyment of learning.</p> <p>Fantastic Futures week drew in over 30 businesses to work with the children. The school also facilitated a joint Robotics Day for 3 other neighbouring primaries and 1 secondary. Professor Bill Lucas was key speaker at a seminar for schools in the NRLP.</p> <p>The school has again won the prestigious Bath in Bloom Gold award for its expansive grounds and inclusive club.</p> <p>The school achieved School Games Mark – Gold Award</p> <p>DPH award</p>
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Themed days and weeks

We also have themed days and weeks throughout the year e.g. Folk Tales week
Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives e.g. World Book Day, to match with events in the UK e.g. a national election and also to highlight our curriculum subjects e.g. Music Day.

English

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Our English lessons develop pupils’ spoken language, reading, writing and grammar and vocabulary. We encourage where appropriate for English to be taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

We use Letters and Sounds for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children’s comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use

Children leave our school having made very good progress and achieving their fullest potential in English.
Children are skilled at writing for a range of purposes and audiences.
Children develop a love for reading.
Children are able to use a rich and varied vocabulary.

Progress in reading ?

	2017	2018	2019
Number of pupils	56	57	48
Pupils with adjusted scores	N/A	0	0
School progress score	0.81	3.74	3.92
Confidence interval ?	-0.8 to 2.4	2.1 to 5.3	2.2 to 5.7
Progress banding	Average	Well above average	Well above average
Local authority average ?	0.57	0.23	0.20
National average ?	0.00	0.03	0.03

Progress in writing ?

	2017	2018	2019
Number of pupils	56	58	48
Pupils with adjusted scores	N/A	0	0
School progress score	1.51	1.75	2.54
Confidence interval ?	-0.1 to 3.1	0.3 to 3.3	0.9 to 4.2
Progress banding	Average	Above average	Above average
Local authority average ?	-1.26	-0.74	-0.24
National average ?	0.00	0.03	0.03

	<ul style="list-style-type: none"> are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. 	<p>of film and imagery, modelled, shared and guided writing, peer editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.</p> <p>Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school including Folk Tales' week, World Book Day and author visits.</p>																																	
Mathematics	<p>The national curriculum for mathematics aims to ensure that all pupils:</p> <ul style="list-style-type: none"> become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions. 	<p>At Westfield we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught everyday use the White Rose scheme as a framework. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.</p> <p>We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts.</p>	<p>Children leave our school having made very good progress and achieving their fullest potential in mathematics. Children are skilled at recalling basic number facts including multiplication tables. Children develop a love for mathematics and are confident applying classroom maths to real life contexts. Children are able to use mathematical vocabulary to explain and reason.</p> <p>Progress in maths ?</p> <table border="1"> <thead> <tr> <th></th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Number of pupils</td> <td>56</td> <td>57</td> <td>48</td> </tr> <tr> <td>Pupils with adjusted scores</td> <td>N/A</td> <td>0</td> <td>0</td> </tr> <tr> <td>School progress score</td> <td>1.46</td> <td>4.34</td> <td>2.82</td> </tr> <tr> <td>Confidence interval ?</td> <td>0.0 to 3.0</td> <td>2.9 to 5.7</td> <td>1.3 to 4.3</td> </tr> <tr> <td>Progress banding</td> <td>Average</td> <td>Well above average</td> <td>Above average</td> </tr> <tr> <td>Local authority average ?</td> <td>-1.12</td> <td>-1.18</td> <td>-0.77</td> </tr> <tr> <td>National average ?</td> <td>0.00</td> <td>0.03</td> <td>0.03</td> </tr> </tbody> </table>		2017	2018	2019	Number of pupils	56	57	48	Pupils with adjusted scores	N/A	0	0	School progress score	1.46	4.34	2.82	Confidence interval ?	0.0 to 3.0	2.9 to 5.7	1.3 to 4.3	Progress banding	Average	Well above average	Above average	Local authority average ?	-1.12	-1.18	-0.77	National average ?	0.00	0.03	0.03
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<p>SEND curriculum</p>	<p>SEND children are supported to make the same progress as all other children in their core subjects, by providing them with appropriate support to support them in meeting or exceeding their targets.</p>	<p>Westfield Primary School prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.</p> <p>To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:</p> <ul style="list-style-type: none"> • Ensure that all pupils have access to the school curriculum and all school activities. • Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have. • To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities. 	<ul style="list-style-type: none"> • A range of teaching and learning styles • Differentiated learning materials • Access to ICT and Technology • Many Enrichment and Enjoyment opportunities to stimulate and motivate learning • Flexible groupings – including small group support work • An innovative and supportive curriculum • The appropriate use of rewards and sanctions • Assessment procedures that emphasise pupils' strengths and achievements • Applications during national testing at Key Stage 2 to obtain access arrangements as appropriate • SEN Inclusive Sporting competitions has helped promote equality and boost confidences
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		<ul style="list-style-type: none"> • To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional) • To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum. • Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement. 	
<p>PSHE</p>	<p>SMSC at Westfield Primary School equips our children with the knowledge, attitudes and practical skills to lead healthy, safe, and responsible lives.</p> <p>We encourage our pupils to be enterprising, and support them in making thoughtful decisions and maintain a positive attitude to their learning. At Westfield Primary we plan for Social, Moral, Spiritual and Cultural (SMSC) opportunities for our pupils.</p> <p>Currently, PSHE is taught through Learn 4 Life, using the Wiltshire schools' scheme of work, integrating PSHE and SEAL.</p>	<p>Our PSHE curriculum, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern</p>	<p>Provision for SMSC is excellent with pupils demonstrating a willingness to explore new ideas and experiences. Innovative curriculum design allows for pupils to constantly share and reflect on their own experiences, a strong understanding of the difference between right and wrong supported by a variety of ongoing activities including and a strong PSHE curriculum.</p> <p>High profile house captain elections, and enterprise activities ensure that children are fully involved and engaged in the values of the school and wider British society.</p>

		<p>day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.</p> <p>All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends.</p>	
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