

Curriculum development at WP&N

Our Ethos: Our intention is that our curriculum should be exciting, inspiring and relevant to the children in our school. We want our children to develop the skills and knowledge we believe to be essential for them to master with us and then build upon and extend in the future. We are aware that children enter school at different developmental points and different levels of readiness to learn. The foundations that form the prerequisites for cognitive learning are communication, gross motor and sensory skills, social and emotional regulation. Our curriculum should enable any child to access learning that is relevant to them and it should fill gaps in learning before learning moves on to the next stage. We nurture learning in a positive environment and whenever possible, we enable children to respond to learning based on their own perspectives and interests. Please see individual subject curriculum plans for more details.

Development of the Curriculum based on our Ethos: Our **Head teacher** and **Senior Leaders**, with support and challenge from the **LGB** have overall responsibility to ensure the curriculum reflects our ethos, meets the needs of all our children and it reflects and provides for National Curriculum requirements, which guides our provision.

Implementation and Monitoring of the Curriculum: Our **Subject Leaders** are responsible for this. They use their subject knowledge to monitor learning in class, in books and within the environment to ensure the curriculum is challenging and having an impact on the children who come to this school.

Planning for Progression & Curriculum Delivery: Our **Teachers** and **Teaching Assistants** have responsibility for this on a day to day basis. Firstly, learning is reviewed daily to ensure gaps are filled before new learning can take place. Learning is also reflected upon on a weekly basis and half termly basis as adults responds to children's engagement and own interests to help make the curriculum more relevant to their current children.

Assessment & Tracking of the Curriculum
Formal assessment data is only recorded by **Teachers**, on our tracking system at the end of a term as this is only one small aspect that helps us track children's individual progress over time. The most helpful assessment that **Teachers** and **Teaching Assistants** use, to ensure progression is planned for, comes from the work children produce each day. This ongoing process helps inform our **Subject Leaders** with information for their Subject on a Page. This is updated each term to help enable **Subject Leaders** to have an overview of standards and outcomes in their subjects.

Our **children** also play a role in the curriculum. We gather their perspective or 'Pupil Voice' in monitoring tasks to see if children are engaged in the curriculum and if they feel involved in their own learning. This feeds into how the teachers plan and continue to develop the learning opportunities they provide.

Parents & Carers are invited in to either share learning in books or join us for family learning activities such as cafes. This enables **Teachers** and **Teaching Assistants** to engage with **parents** about their children's learning and progress. This also feeds into the curriculum in an informal way. In a more formal way, we also ask parents to complete questionnaires during the school year to gather their thoughts and opinions about the school. This helps ensure we continue to review and develop what we do, reflecting upon our key stakeholder comments.

Review of the Curriculum: This aspect is embraced by the **whole staff team** with Subject Leaders feeding in their specialist knowledge and knowledge of standards and impact across school. We also make good use of **external validation** ranging from a wide range of audits, monitoring with the **Wensum Trust** and engaging with **other Primary phase Headteachers**, to ensure our curriculum is validated, monitored and reviewed with external professionals who are able to provide positive challenge.