

# **CURRICULUM INTENT POLICY**

**For**

**Wentworth Primary School**



*APPROVED BY GOVERNORS: October 2022*  
*POLICY TO BE REVIEWED: October 2025*

# Curriculum Intent Policy

## Introduction

The curriculum is the totality of pupils' learning experiences. At Wentworth Primary School, we believe that our curriculum should be broad, balanced and relevant, and meet the needs of all children whatever their ability.

The curriculum taught at Wentworth is comprised of the statutory objectives in The National Curriculum and our own unique skills and knowledge. We ensure the children have a range of learning experiences that challenge, stimulate, promote thinking skills and foster a love of learning. The curriculum is carefully planned and structured to develop skills and knowledge in a range of subject areas. The sequence of learning over time is progressive to develop the knowledge and skills for future learning and employment.

## Intent of the curriculum

The intents of our curriculum are to:

- Inspire a life-long love of learning and prepare our pupils to be able to fully participate in their secondary education
- Prepare them for the opportunities, responsibilities and experience of adult life in 21st century Britain
- Promote the highest standards in reading, writing and maths
- Enable pupils to investigate and problem solve, using a wide range of reasoning and analytical skills
- Enable pupils to acquire knowledge, understanding and skills in science
- Challenge pupils to apply logic, to question and to debate
- Ensure pupils are confident and safe in the use of ICT
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle
- Ensure children are aware of the importance of and participate in arts related cultural themes
- Promote spiritual development and enable pupils to develop moral sensibility through carefully taught British values and develop pupils' cultural capital
- Develop the personal and social skills of each child
- Provide equality of access to all areas of the curriculum and provide opportunities for all pupils to make outstanding progress

## Implementation of the curriculum

The curriculum is planned effectively for each year group, providing continuity and progression.

The whole school curriculum is mapped into a year plan with half termly themes. It includes a range of subject areas which are conceptually and thematically linked. These plans are shared with parents on our website.

Behind this initial plan are curriculum maps that are moderated and monitored by subjects. These plans contain sequenced teaching of skills and knowledge to be taught throughout the theme. The key knowledge and skills from each subject are threaded through the subject across the school, culminating in year 6.

## Themes for each Year group

Year group	Autumn	Spring	Summer
Foundation	Story and Rhyme	Wonderful World	Summer Fun
Year 1	Amazing Me	Fun at the Farm	Our Glorious Globe
Year 2	Mini Beasts	Exciting Explorers	Marvellous Maldon
Year 3	Invasions, Settlements and Kingdoms	Disasters and Destruction	Mysterious Mayans
Year 4	Journey of a Raindrop	Early History and Evolution	Romans
Year 5	Ancient Greece	Earth science	Around the World
Year 6	Power to the People	Mind the Gap	What a Performance

## Medium Term Plans

Medium Term plans are reviewed and modified each term by the teachers and kept in their Planning Folders. They are highlighted to show the teaching sequence and contain the knowledge and skills for each National Curriculum area which are relevant to the theme for the term. The medium term plans are developed into weekly plans, with clear learning outcomes, which are used to teach the individual lessons where pupils learn the key knowledge, skills and cultural capital needed to succeed in life and to be educated British citizens. Where the National Curriculum subjects do not form part of the termly theme, then the subject is taught discretely e.g. French and Religious Education.

## English and Maths KS1 and KS2

All children need a mastery of English and Mathematics as early as possible. Our first priority is to build a secure foundation in English through daily lessons linked to a variety of genre and Mathematics – delivered through the White Rose scheme of work. Pupils will be taught to read, write and work with numbers fluently and confidently, building cumulatively on the previous year to form a sequence of work. Where pupils need extra support it will be provided through targeted interventions. This is to ensure that every child reaches their full potential.

## Reading

Reading is taught in a variety of ways.

The teaching of reading is divided into two processes: decoding (word reading) and comprehension (understanding of texts). Teachers use a range of reading material, both fiction and non-fiction, to teach these skills.

## Foundation and Key Stage 1:

Children are taught how to decode words through a phonics-based approach using the Little Wandle phonics scheme. They practise reading aloud in one-to-one and group sessions with the class teacher or a teaching assistant. Teachers choose good quality texts to share with the children to support their learning in different subjects and to develop their love of reading. Children engage in discussions about the texts and begin to develop their comprehension skills. As they become more confident independent readers, they will begin to take part in Guided Reading groups where they will read and discuss texts in small groups.

## **Key Stage 2:**

Upon entering Year 3, most children should be able to read age-appropriate books fluently. They are encouraged to apply their decoding skills to read and understand new vocabulary. High-quality interventions are immediately put into place to support any children who are still struggling with word decoding.

All children in Key Stage 2 take part in Whole Class Reading, led by the class teacher on a weekly basis. Adults use a mixture of closed and open-ended questions to develop the children's understanding of fiction and non-fiction texts. Emphasis is placed on children providing textual evidence to support their opinions and ideas.

Teachers use a range of text types, across the curriculum, to develop children's understanding of different topics of study. Children are taught how to skim texts and note important information, using key words.

### **Support Materials**

At Wentworth, we use a range of materials to support the teaching of reading including:

- Collins Big Cat books (in line with the Little Wandle scheme)
- Essex Library Services fiction and topic books
- First News newspaper (Year 6)
- Catch-Up Intervention using a range of books including Ginn reading scheme books
- Wave Three Intervention using Nelson reading scheme books
- School library
- Literacy Shed+ Comprehension resources

## **Phonics - Foundation and Key Stage 1:**

Teaching of phonics begins immediately upon entry to Wentworth Primary School. In Foundation Stage, children begin short phonic sessions in Week 2, quickly building up to a half hour daily session.

In Foundation Stage and Year 1, phonics is taught for 30 minutes each day. Each Friday, teachers review the week's teaching to ensure children are making expected progress. Any child who needs additional practice has a daily keep up session taught by a fully-trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

Children will learn to apply their phonics to whole texts through carefully selected 'decodable' books which link to the Little Wandle programme. Children will practise reading the decodable books at school, individually or as part of a small group with their teacher or teaching assistant. These groups will take place three times per week. The reading practice sessions focus on three key skills: decoding, prosody (reading with understanding and expression) and comprehension. Once the three guided sessions have been completed, they will take the same book home to practise. This will allow the children to become more confident decoding text and developing fluency.

In Year 2, pupils will continue to be given banded reading books from the Collins Big Cat collection to develop fluency and reading stamina. Teachers will regularly assess pupils to ensure they are given books at an appropriately challenging level.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

### **Key Stage 2:**

In Key Stage 2, the focus moves to spelling rules, though phonetic approaches may be used in spelling sessions. During independent reading, children are encouraged to use their phonic skills to decode new or unfamiliar words. If any child in Year 3 to 6 has gaps in their phonic knowledge, we plan phonics ‘catch-up’ lessons to address specific reading gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

### **The Foundation Stage**

The curriculum that we teach in the Early Years class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their preschool learning. We build positive partnerships with pre-school providers through visits by the Foundation Stage leader to feeder nurseries and through other professional liaison. During the Foundation Stage, the teacher makes continual observations to maintain records of the children’s progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers as well as the Governing Body. We are well aware that all children need the support of parents and carers in addition to teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child’s progress through the Learning Journey.

This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **Enrichment**

We are committed to the broadest educational experiences, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned, evaluated and modified throughout the year.

Each class completes a local trip and a journey with a coach.

Year group	Local	Coach
Foundation	Library Visit, Care Home	Beach
Year 1	The Post Office	Boydells Farm

Year 2	Explorer visit	Hanningfield Reservoir
Year 3	Places of Worship	Layer Marney Natural History Museum
Year 4	Waterworks	Abberton Reservoir
Year 5	E-Safety workshop	Danbury Park – 2 days
Year 6	Museum of Power Crucial Crew	Activity Days or Residential

We have formed relationships with organisations around Maldon and incorporate activities with them into our curriculum. These include:

- Maldon in Bloom – competition, growing, recycling and eco - friendly
- The Rotary Club - Remembrance Sunday Parade – attendance at the parade and selling remembrance products
- Open the Book – local church group weekly visits into school
- Blackwater Schools – Pupil sports tournaments,, staff training, shared moderation
- Maldon District Council – visits to the Moot Hall, visits to the Council Chambers
- Young Carers – half termly meetings with an outreach worker in school
- St Mary’s Church – choirmaster teaching year 4

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of institutions e.g. e-safety workshops; local historian; rescue services; Bikeability; healthcare; school nurse; dwarf association; sports clubs; Maldon art club; barge restoration project.

### Themed days and weeks

We also have themed weeks throughout the year

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives e.g. Internet day. Once a term we replace the home learning timetable with a whole school Mastery challenge.

Term	Theme
Autumn	Friendship week Harvest Festival Children in Need Santa Day Mastery Homework
Spring	Art and DT week Book week Comic Relief Safer Internet Day Mastery Homework
Summer	Swimming Gala Sports’ days Open Evening British Values week Mastery Homework Summer Fair

Mastery homework is planned each term. The teaching staff decides on a topic to promote research skills, knowledge and the ability to present your findings to an audience. This final presentation is assessed on aspects of speaking and listening by the class teachers. Past themes have included: time, money, poetry, favourite books, films through the decades, and science.

### **Extra-curricular activities and specialist teachers**

At Wentworth we are able to offer extra-curricular expertise through the deployment of our specialist teachers. Children have opportunities to participate in lessons in the following areas throughout the week:

- Swimming
- Yoga
- Sports
- Food technology
- Modern Foreign Language
- Instrument lessons and choir
- Relax Kids

### **Sports/PE**

At Wentworth we employ a specialist sports' teacher to enhance the range of sports and competitions/ tournaments that are offered to pupils. This includes both within school teaching time and after school clubs.

A range of age appropriate sports clubs are offered both before and after school for Key Stage 1 and 2 pupils. These change seasonally and are open to all pupils. Specific clubs are operated and targeted at pupils who are inactive in sports or reluctant sports people. This is monitored along with the participation of disadvantaged pupils. Clubs are adapted to all pupils with SEND to participate.

### **Extra-Curricular clubs typically offered at Wentworth:**

These could include:

- Netball
- Reading Gladiators
- Young Carers
- Girls active club
- Boys active club
- Tournament practice
- Basketball
- Tennis
- Run for fun
- Choir
- Tag Rugby
- Football
- Homework
- Recorders
- Dance
- Martial Arts - external provider

- Golf - external provider
- Gymnastics - external provider
- Dodgeball - external provider
- The Daily Mile
- Art

## **Music**

We encourage all pupils to enjoy music with our singing assemblies and music lessons where all pupils learn to play keyboards, xylophones and percussion instrument and to sing. We also encourage our children to join our music groups and perform in external competitions and festivals. Some of our pupils take external music exams. Opportunities currently on offer are:

- Choir
- Recorder
- Woodwind Band
- Ukuleles
- Peripatetic music lessons in piano, keyboard, guitar and flute.
- KS1 Nativity
- Year 6 Production
- Year 3 Christingle
- Summer Music concert

## **Eco-Committee**

This committee has members from staff and pupils, it is responsible for arranging a variety of activities for pupils of all ages. These range from planting plants and other plants, saving energy, recycling and energy campaigns. We have achieved the silver level Green Flag for three years running.

## **Young Carers**

We have an active young carers group that meets half-termly and they are currently trying to achieve the bronze award for young carers. The group does a range of seasonal activities.

## **School Council**

The School Council has a representative from every class who is elected by their peers. They have worked together on a variety of projects to improve learning and play at school. They have conducted surveys, organised events and invited visitors in. This year they have organised and led the 3PR initiative, which encourages pupils to walk part of the way to school. They have also visited the Houses of Parliament and the local Council Chamber. Currently they are working on a joint project with other Maldon Primary and secondary schools to improve facilities for young people in the Maldon area.

## **Inclusion of all pupils**

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.



The school has developed a model of intervention for children experiencing difficulties in English or mathematics based on three waves

- Wave One: The effective inclusion of all children in a high quality daily English lesson and mathematics lesson (Quality First Teaching).
- Wave Two: Small group, low cost intervention e.g. booster classes, early literacy support, speech and language programmes.
- Wave Three: Specific targeted intervention for children identified as requiring special educational needs support, disadvantaged pupils and curriculum extension for the Gifted and Talented.

### **Relationship and Sex Education**

The Governing Body has an agreed policy for Relationships Education. It is now a statutory requirement for primary schools to deliver Relationships Education and the Department of Education (DfE) encourages schools to deliver Sex Education that ensures both boys and girls are prepared for the changes adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for science – how a baby is conceived and born. Health Education is also statutory in all schools.

We at Wentworth Primary School acknowledge that under the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broadly-based curriculum. Relationships and Sex Education (RSE) and Health Education are taught as part of the broader PSHE spiral curriculum (using Coram Life Education’s Scarf Programme) and across the wider curriculum where appropriate (i.e. biological aspects of RSHE are also taught within the Primary Science Curriculum).

It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils.

### **Spiritual, Moral, Social and Cultural Opportunities**

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

### **Self Esteem and Self Worth**

Celebration assemblies are held each week recognising the achievements of our children.

Talents of individual children are celebrated within the class, at school assemblies and in school productions. The awarding of class and individual ‘honey pots’ also encourage children to do their best - both in schoolwork and in behaviour towards others.

Children’s work and achievement within the curriculum will be celebrated and displayed within the building and on the school website to enable it to make a significant impact on the visual appearance of the school and to contribute to the whole school ethos.

## **PTA events**

The PTA raises a lot of money for the school to develop new aspects of the curriculum. Some of these events are held during the school day as the ethos of Wentworth school is that all pupils will experience these opportunities wherever possible.

## **Impact of Learning**

At Wentworth Primary School, we believe that assessment, feedback, and marking are a crucial and integral part of the teaching and learning process. Learning objectives will be clearly identified in short term plans and assessment criteria are matched to these. We are aiming for our cohorts to be at least 80% of pupils at age-related expectations by the end of their key stage and at least 25% of the cohort to be at greater depth.

## **Aims**

Through our assessment, target setting and recording policy, we aim to raise achievement, pupil progress and standards by:

- Recognising and celebrating all pupils' achievements within and beyond the National Curriculum subjects, regardless of race, gender or special needs
- Providing an evaluation of what has been taught and learned, identifying pupils' strengths and weaknesses and next steps
- Ensuring continuity and progression of knowledge and skills across the school
- Identifying and accelerating progress of pupils with special educational needs and disadvantaged pupils
- Inform parents, support agencies, LA and the school governors of achievement and progress
- Provide pupils with the opportunity to review their work, to self-assess and to set future targets
- Raise the expectations of pupils, teachers and parents in an effort to achieve the highest possible standards for each child through quality first teaching, excellent communication and high aspirations
- Setting targets for GLD in Foundation Stage, Year 1 Phonics Screening and for the end of KS1 and KS2

## **Methods of Assessment to be used:**

- EYFS baseline assessment
- Foundation Stage end of year assessments
- Foundation Stage Target Tracker ~ ongoing
- EYFST annual county return
- Year 1 summative assessment in Maths, English and Science
- Year 1 phonics screening test
- Regular focused assessment activities
- Salford Reading Tests
- Questioning/listening in lessons
- Consideration of finished work
- Constructive feedback in marking
- Highlighting pink positive aspects of writing, maths and science with a blue highlighted 'remember' as a point to develop
- Children's self-assessment (learning comments on work and next steps) related to the learning objective or steps to success
- Class tests in lessons
- Diagnostic assessments (special needs)
- SATs at the end of Key Stage 2 and teacher assessment judgements at the end of KS1

- Year 3-5 termly assessments in reading and maths.

### **Roles and Responsibilities**

The Headteacher has the overall responsibility for overseeing the leadership of the curriculum and delegates responsibility to key staff. The Curriculum Leader co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage. Subject leaders are responsible for providing medium term planning and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject. Class teachers ensure that the curriculum is taught and the required knowledge and skills are developed for their class, planning collaboratively to ensure parity across the year group. The Leadership Team ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

The School's Governing Body monitors the success of the curriculum at whole Governing Body meetings through Headteacher's report and regular reports/briefings/updates from Phase and Subject Leaders.

### **The role of the subject leader is to:**

- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area and the content of planning and pupil work
- Provide efficient resource management for the subject
- Keep up to date with developments in their subject, at both national and local level
- Review the way the subject is taught in the school and plan for improvement

This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject in collaboration with the rest of the staff, ensuring that there is full coverage of the National Curriculum and that progression is planned.

The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

### **Review of Policy**

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.