

# Our Curriculum Statement 2025 – 2026

Curriculum Intent, Implementation and Impact

## WYNNDALE PRIMARY SCHOOL



Be Ready, Be Respectful, Be Safe, Be Kind

# #ReachYourStar

Our children will journey through Wynndale as kind, courageous and curious citizens, with their passion for learning ignited and with their self-belief and well-being nurtured. Every child will have the chance to shine and will leave us prepared for a future of possibilities.



## Our Curriculum Intent:

At Wynndale Primary School we believe that our curriculum is one that is broad and balanced and is ambitious for all. It is exciting, relevant and meaningful and responds to the needs of the individuals within our learning community, enabling them to shine academically and flourish socially, emotionally, morally and culturally.

At Wynndale, we believe that our curriculum should be seen in its widest sense – as the entire planned learning experience, including formal learning opportunities as well as events, routines and enrichment activities that take place outside the classroom. Also, permeating our curriculum is our core value of ‘Kindness’, our ‘Wynndale Way’ (Be Ready, Be Respectful, Be Safe, Be Kind), together with the British Values of Individual Liberty, Mutual Respect, Democracy and the Rule of Law.

Our curriculum at Wynndale is designed to allow each one of our learners to:

- Achieve the best possible academic standards, from their starting points
- Develop knowledge, skills and character for lifelong learning, preparing them to make an active contribution to their communities and the society in which they live
- Explore real world experiences, so that they can see the relevance their learning has in the real world
- Become mentally and emotionally happy and resilient citizens, ready for the challenges of the 21st Century.

Underpinning our ‘curriculum design’ are our key drivers. These shape our curriculum, bring about the aims and values of our school, and respond to the needs of the school community. Our curriculum drivers have been decided in response to the features of our school community, and what we know our children need.

We know that in our school community:

- Most of our children and parents engage with learning
- Many families within our school community engage in broader school life
- Some children come from families where both parents work long hours and have limited time for interaction
- Our school community is predominantly White British – there is limited diversity within our school community
- Historically, our children entered school with communication and language that was age related. In recent years, we have had an increasing number of children entering school with significantly limited communication, language and vocabulary
- Some children find it difficult to self-regulate
- In recent years, an increasing number of children have required support from our pastoral team. A significant number of these children have had support because of external and environmental vulnerabilities. These vulnerabilities are often complex
- Whilst many of our children enjoy varied life experiences, some of our children don't venture beyond their immediate community
- Some children struggle to cope with setbacks or find ways to solve problems for themselves. They can also be reluctant to take risks
- Some of our families demonstrate high aspirations for future academic success and future employment; however, this is not consistent across the school community

We therefore know that we need to support our children to be:

### **Ambitious Citizens**

Our children will hold high aspirations for their futures, broaden their horizons and recognise the possibilities available to them. They will understand how their learning prepares them for future pathways and will be inspired to aim high and achieve their full potential.

### **Articulate Citizens**

Our children will be able to communicate confidently and effectively, using a rich and varied vocabulary. They will be encouraged to listen attentively, express their thoughts and opinions clearly and respectfully, and engage in meaningful dialogue, enabling them to build strong relationships and participate fully in the world around them.

### **Global Citizens**

Our children will be proud of their local community and have a strong sense of place, while also understanding the wider world beyond it. They will explore different cultures, perspectives and global issues, enabling them to recognise their role in society and feel empowered to make a positive contribution—both locally and globally, now and in the future.

### **Healthy Citizens**

Our children will understand the importance of being healthy - demonstrating emotional wellbeing, resilience and a strong sense of identity, alongside an understanding of the importance of physical activity and maintaining a healthy lifestyle.

### **Inclusive Citizens**

Our children will show kindness, integrity, empathy and respect, embracing diversity and valuing the unique identity of others. They will understand the importance of belonging and develop a meaningful awareness of the diverse world in which they live, including different cultures, backgrounds and perspectives. Through this, they will learn to challenge stereotypes, celebrate differences and recognise their role in creating an inclusive, fair and respectful society.

## Our Curriculum Design:

Our curriculum is built around a clear set of design principles which ensure that learning at Wynndale is rigorous, relevant, coherent and meaningful. These principles guide how we choose content, structure learning and support pupils to make strong progress over time.

### **Rigorous**

We carefully develop both:

- Substantive knowledge – the key facts, concepts and content pupils must know in each subject
- Disciplinary knowledge – how pupils think, work and enquire within each subject (e.g. as a historian, scientist, geographer or artist)

This ensures that pupils not only know more, but also understand how knowledge is created, tested and applied.

### **Appropriate**

Our curriculum is matched carefully to children's age, stage and starting points, with challenge built in for all learners.

Learning is accessible through:

- Strong scaffolding
- Adaptive teaching
- Pre-teaching of vocabulary and concepts
- Targeted support where needed

We believe that all teachers are teachers of SEND, and high expectations apply to every child.

### **Sequenced**

Our curriculum is carefully sequenced from EYFS to Year 6, so that knowledge builds step by step over time. Each unit connects deliberately to prior learning and prepares children for what comes next. This ensures that learning is:

- Logical
- Cumulative
- Progressive

### **Balanced**

We provide a broad and balanced curriculum that develops the whole child, including:

- Intellectual
- Moral
- Spiritual
- Aesthetic
- Creative
- Emotional
- Physical development

This ensures pupils leave Wynndale as well-rounded individuals, not just academically successful learners.

### **Relevant**

Our curriculum is shaped by the needs of our local community, while also opening doors to the wider world. We ensure that learning:

- Reflects pupils lived experiences
- Builds strong cultural capital
- Raises aspirations
- Promotes equality, diversity and opportunity

## **Coherent**

We make explicit links between subjects, units and experiences, so that learning is not fragmented. Children are helped to:

- Connect ideas across subjects
- Apply knowledge in different contexts
- See the bigger picture in their learning journey

## **Focused**

Within each subject, we carefully identify the most important knowledge and key concepts that children must learn and remember. This ensures that learning is:

- Purposeful
- Clearly prioritised
- Built around what truly matters most

## **Key Concepts, Schema and Learning That Sticks**

We believe children learn best when new knowledge connects to what they already know. Our curriculum is therefore structured around key concepts and meaningful schema — patterns of knowledge that help pupils organise, connect and retain learning over time.

These concepts deepen as pupils move through school, helping them to develop:

- Secure mental models
- Strong long-term memory
- The ability to transfer knowledge to new contexts

## **Evidence-Informed Curriculum and Teaching**

Our curriculum is shaped by educational research and evidence-informed practice, including:

- EEF guidance on high-quality teaching, oral language, metacognition, feedback and targeted support
- Dylan Wiliam's formative assessment cycle, ensuring teachers:

- o Clarify learning intentions
- o Elicit evidence of understanding
- o Provide responsive feedback
- o Adapt teaching to meet pupils' needs in real time
  - Research from cognitive science, including retrieval practice, spacing and managing cognitive load

This ensures teaching at Wynndale is responsive, inclusive and focused on securing strong progress for all pupils.

## Our Curriculum Implementation:

Our curriculum at Wynndale is built on 9 core features.

### PSHE Foundations

We aim for PSHE to sit at the heart of our curriculum, ensuring it closely reflects and meets the needs of our children. As a school, we have developed a progression of 'core concepts' for each phase, clearly mapping the key PSHE ideas we want pupils to explore and deepen throughout their Wynndale journey.

When planning each theme, these core concepts are carefully woven throughout to enrich learning and provide a broader, more reflective dimension to children's thinking. For example, in Year 6, pupils explore the theme of displaced families, through which they develop a deeper understanding of concepts such as empathy, prejudice, redemption and oppression.

PSHE is taught explicitly through high-quality resources including Talking Points, the Christopher Winter Project and No Outsiders. Alongside this, we have designed a bespoke PSHE framework, developed in consultation with the whole school community, to ensure it is tailored to the unique needs of our pupils.

We recognise that strong learning behaviours are essential in equipping children for success beyond school. As such, we have fostered a culture of 'Wynndale Learners', where our key learning behaviours are embedded and consistently threaded through every learning experience across the school.

## Curriculum Structure and Subject Disciplines

Our curriculum is structured through enquiry drivers, enhancers, and discrete subjects, ensuring progression, coverage, and secure retention of knowledge and skills. Each enquiry lasts a term and is guided by an overarching question- for example, “What makes a happy childhood?” or “How has what happened in the past influenced the physical and social world around us?” These questions stimulate curiosity, draw learning together, and encourage personal reflection.

Curriculum drivers of History and Geography lead the learning for each enquiry, supported by enhancer subjects including Art, Design & Technology, and PSHE. In Autumn term, History is the enquiry lead, in Spring term, Geography is the enquiry lead, and in Summer term, the enquiry has both History and Geography dimensions, enabling children to revisit and embed core disciplinary knowledge. Art and DT carefully link to the enquiry and are taught in alternate half terms, and PSHE weaves through the termly theme, in addition to being taught discreetly. Organising our curriculum in this way, leads to depth in learning, and strong outcomes in wider curriculum subjects.

English is planned for and taught using our bespoke ‘Writing Sequence’, with the texts carefully chosen to enhance the enquiry. Novel Study is used as a whole class approach for reading.

Our Maths curriculum has been carefully designed and mapped out across school – it is bespoke for Wynndale but based on latest research and documentation, including NCTEM and Oak Academy materials.

Science, as a core subject, is taught weekly as a discrete subject, reflecting its importance while also making meaningful links across the curriculum where possible.

In the other National Curriculum subjects – Computing, PSHE, PE, RE, French and Music, we use subject specific domains which ensure progression of concepts, knowledge, skills and values to lead to application, synthesis and evaluation. We value the potential of each subject and promote experts within these areas to build aspirations for our children.

## Knowledge Rich Curriculum

To ensure that children learn new concepts, knowledge and skills progressively, we have developed our bespoke Wynndale Primary Key Skills and Knowledge Progression Grids. These enable teachers to plan units of work ensuring that they meet age-related expectations. The knowledge and skills outlined with the grids is based on the

National Curriculum (2014) and other supporting guidance to ensure appropriate pitch, challenge and coverage. To further help teachers, each unit of learning is then mapped out on to an overview which includes the key questions, disciplinary and substantive knowledge and concepts, vocabulary progression and suggested activities. Links to prior learning and future learning are also made. These theme overviews also break down the knowledge and skills lesson by lesson to ensure a clear progression is in place.

### Curriculum Concepts

Concepts are a vital part of our curriculum as they form the foundation for deeper understanding and critical thinking. Teaching core concepts helps children make connections between different subjects and real-world experiences, promoting meaningful learning rather than random facts. Core concepts have been identified for each subject and are mapped out so that they are revisited throughout the children's learning journey. By using concepts, children can see how different types of knowledge can link and they can connect a range of concepts to different aspects of their learning across the curriculum.

### Vocabulary

Just as we see knowledge, skills and concepts as being vital and progressive as children move through school, so is their mastery of language. We have developed key vocabulary progression documents to help ensure that children develop subject specific vocabulary with increasing complexity. Vocabulary is shared with children and displayed in the classroom on working walls etc. This begins in EYFS. We also ensure we develop children's Tier 2 Vocabulary explicitly through English and Novel Study learning.

## **Quality Texts**

Quality texts are integral to our curriculum approach, as we recognise that fluency and understanding in reading enables children to have access to the full curriculum entitlement. We want our Wynndale Learners to ‘Learn to Read and Read to Learn’. We believe it is our role to ensure children leave us being able to articulate themselves clearly, and read and write confidently and effectively. A quality text is chosen each term to drive learning in English and as the basis for the teaching of our bespoke ‘writing sequence’ and Novel Study. We ensure as far as possible that the texts chosen as the driver for English link to the termly enquiry. During the term, children will experience narrative, poetry and non-fiction texts.

## **Equality and Equity**

Equality and equity are fundamental principles of our curriculum, as we strive to ensure that all children have access to an ambitious curriculum and the opportunity to achieve their best possible outcomes. Our staff adapt the curriculum to meet the needs of different groups, including those with SEND, those eligible for Pupil Premium, and those with protected characteristics. We recognise the importance of consistently raising awareness and celebrating diversity and equality among our children. This is carefully integrated into all subjects and is also addressed through our PSHE curriculum and assemblies. By promoting a culture of inclusion and respect, we empower all children to thrive and reach their full potential. To further support these principles, we encourage pupil leadership throughout the school. Leadership roles with the opportunity to voice their opinions and advocate for their peers. By empowering our learners to take on leadership responsibilities, we foster a sense of ownership and commitment to equality, enabling them to promote inclusivity and respect within the school community.

## **Enrichment and Community**

Through the termly enquiry, all children engage in a memorable experience to enhance their learning and further develop their knowledge and understanding. This could be for example, a visit to a place, a visitor into school or a practical activity or experience led by school staff.

We also endeavour to ensure that children see a relevance and a purpose to their learning, so plan for learning to build towards a purposeful outcome at the end of the term. This is an opportunity for children to showcase their learning to a wider audience, for example through an exhibition to the school community, or through the publication of a class text or similar.

### **Quality First Teaching**

Central to all the above, and to our curriculum design, is an expectation of well thought out quality first teaching and learning, delivered by all. Teaching staff use our curriculum progression document and planning formats to ensure that learning is sequenced so that children build knowledge, skills and concepts over time – both building skills, knowledge and concepts within the year group curriculum, but also building on, and making connections with, prior knowledge from other years in school. Staff identify the knowledge that they want the children to learn during the course of the theme and then ensure there are plenty of opportunities for the children to practice and apply this knowledge in a range of different contexts, so that they achieve deep, long-term learning. Evidence based research, such as that of Rosenshine's Principles, alongside our Wynndale 'Lesson Design' document is used to support us in our drive to ensure Quality First Teaching takes place in every classroom every day. As a school staff we continue to develop our understanding of the evidence from cognitive science as to how children learn best and how learning 'sticks' in long term memory, and we understand how interleaving and longitudinal learning complements our current curriculum model.

Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the entire curriculum. Subject leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system. They can confidently articulate how learning is revisited and developed year on year, to ensure a real depth of learning across the school.

At Wynndale, we have high expectations for the quality of teaching across school. We ensure that continued improvement is the focus of our monitoring schedule by focusing on how staff can share good practice between each

other, what areas for improvement they have and what high quality CPD can be provided to support their improvement.

## **Assessment:**

At Wynndale Primary School, assessment is used to help us understand what children know, what they remember and how well they can apply their learning over time. We recognise that each subject is different, so assessment is carefully matched to the way each subject is taught. Assessment supports our curriculum aim that children know more, remember more and make strong progress from their starting points.

Formative assessment takes place throughout all lessons. Teachers use questioning, discussion, retrieval tasks, pupil responses, live marking, observations, feedback and work in books to check understanding. This allows teachers to adapt learning, address misconceptions quickly and ensure that children are supported and challenged appropriately.

In History and Geography, assessment is built into each unit through Learning Check Points. These allow teachers to check understanding during the unit and adapt teaching where needed. At the end of the unit, children complete a final task linked to the big enquiry question, which is shared at the start of the unit. Evidence from across the unit, including the final response, is used to judge whether children are working towards the expected standard, working at the expected standard or working at a strong standard. Children working at a strong standard demonstrate deeper thinking, use subject-specific vocabulary accurately and make links to prior learning.

In Science, assessment follows a similar approach. Children complete Learning Check Points during and at the end of each unit to show whether their understanding of scientific knowledge has deepened. As Science is taught throughout the year, teachers build a wider picture of each child's knowledge, skills and understanding before making a final judgement at the end of the school year.

In English, assessment is used to monitor children's understanding of texts, authors, grammar, sentence structure and writing style. Writing trackers are updated each half term following an extended piece of writing, and 1:1 writing conferences are used throughout the writing process. Alongside this, formative assessment takes place in every lesson through questioning, feedback, live marking and discussion, so that misconceptions can be addressed quickly and learning remains progressive. Formal assessments are completed termly and are used alongside teacher knowledge to make final judgements.

In Maths, assessment is used continually to check fluency, reasoning and problem-solving. Retrieval starters are used in lessons to revisit prior learning and support long-term memory. Teachers use these, alongside learning completed during lessons, to identify misconceptions, plan targeted support and provide challenge. Formal assessments are completed termly and are used alongside teacher knowledge to make final judgements.

In practical subjects such as Music and PE, assessment is based on observation, video evidence and the expertise of specialist teachers and coaches. In Art, assessment is based on clear assessment statements linked to substantive and disciplinary knowledge, alongside sketchbooks, the learning journey and final pieces of artwork. In PSHE, assessment is discussion-based and uses teachers' knowledge of the children, pupil voice and responses within lessons.

Subject leaders use assessment information alongside book analysis, planning checks, pupil voice, learning walks and staff discussions to understand how well children are learning across school. This supports Quality First Teaching and helps ensure that children build knowledge, skills, concepts and vocabulary over time. Through this approach, assessment helps us know whether our curriculum is having the intended impact: children know more, remember more, can talk confidently about their learning and make links between key knowledge and concepts.

## The Impact of our Curriculum:

As a result of our well planned and implemented curriculum, we would expect the impact to be that:

- \*Our children show kindness, compassion, empathy and resilience
- \*Our children demonstrate a passion and thirst for learning
- \*Our children achieve well – all making strong progress from their starting points and achieving at least the expected standard across the entire curriculum by the end of Key Stage 2.
- \*Our children have the knowledge, skills, understanding and vocabulary that empowers them as citizens in the 21<sup>st</sup> Century. They are able to make connections between key knowledge and concepts, demonstrating that they know more and remember more as a result of their time with us
- \*Our children have access to a wide and varied curriculum, enabling each of them to excel as individuals and be the best they can be
- \*Our children have high aspirations for the future and know that these can be realised with hard work and determination
- \*Our children are mentally and emotionally happy and resilient learners
- \*Our children have been exposed to a genuinely diverse curriculum which enables everyone to feel represented, valued and respected
- \*Our families work in partnership with us to ensure their child's journey at Wynndale is a positive one and prepares them to contribute positively to the world in which they live

