WISTOW PAROCHIAL CE PRIMARY SCHOOL

Head Teacher: Carla Cox

Curriculum Policy

Document Status		
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Policy Publication/Communication ☐ On the school website ☐ Shared staff network drive ☐ Updates to staff in staff meetings		*Signed off by the above named Governor during the full governing body meeting held on the date stated as ratified.*

Wistow Primary School Curriculum Statement

At Wistow Primary School**,** we believe that every child is unique and deserves to feel valued, supported and encouraged to succeed. Our curriculum is designed to inspire a love of learning, nurture curiosity, develop character and enable every child to flourish academically, socially, emotionally and personally. Through our strong values and caring ethos, we strive to create a school community where children feel safe, respected and empowered to become the very best version of themselves.

We are committed to providing an ambitious, engaging and enriching curriculum that equips children with the knowledge, skills and understanding they need for life beyond primary school. We encourage our pupils to be resilient, compassionate, respectful and reflective learners who embrace challenge, celebrate success and support one another.

At Wistow, learning extends far beyond the acquisition of knowledge. We seek to nurture the whole child by fostering confidence, independence, creativity and a strong sense of responsibility towards others and the world around them. Through carefully planned experiences, children are encouraged to develop enquiring minds, think critically, solve problems and recognise and develop their individual strengths and talents.

Organisation and Planning

Subject leaders and the Senior Leadership Team have developed a carefully structured 2 year rolling curriculum that enables children to build and deepen their knowledge, skills and understanding over time. Our curriculum is firmly

rooted in the National Curriculum and supported through high-quality schemes of learning, ensuring progression, consistency and breadth across all year groups.

Learning is planned to build upon prior knowledge and experiences, allowing children to make meaningful connections between new and existing learning. Through our mixed-age class structure, careful consideration is given to the sequencing of knowledge and skills so that pupils revisit and strengthen key concepts while developing higher-order thinking skills such as problem solving, reasoning, evaluation and creativity.

Teaching is adapted to meet the needs of all learners and ensures progression from the Early Years Foundation Stage through to the end of Key Stage Two. Subject leaders work alongside the Headteacher to monitor curriculum implementation, ensuring that learning is ambitious, engaging and fully aligned with National Curriculum expectations.

Our curriculum is designed to ensure that children not only acquire knowledge but also know how to apply it effectively across different contexts. Learning opportunities are enriched through practical experiences, outdoor learning, educational visits, visitors and links to the wider community, helping children to develop a deeper understanding of the world around them.

At Wistow Primary School, we deliver a broad and balanced curriculum that encompasses the full range of National Curriculum subjects:

Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Spanish
- Music
- Physical Education
- Personal, Social, Health and Economic Education (PSHE)
- Religious Education (RE)
- Relationships, Sex and Health Education (RSHE)

Through our carefully planned curriculum, we aim to ensure that every child leaves Wistow Primary School with the knowledge, skills, values and confidence needed to flourish in the next stage of their education and beyond.

Our mixed-age classes follow the **Early Years Foundation Stage Framework** and the **National Curriculum**, supported through a range of high-quality resources and schemes including Pathways to Write, Pathways to Spell, White Rose Maths, Kapow, Language Angel, Get Set for PE and the York Diocesan Agreed Syllabus for Religious

Education. These are carefully mapped across our rolling curriculum to ensure progression, coverage and depth of learning.

Reading sits at the heart of our curriculum. We are passionate about fostering a lifelong love of books and ensuring every child develops the confidence and skills to become a fluent reader. Through shared reading, high-quality texts and purposeful opportunities to read for pleasure, children discover new worlds, broaden their vocabulary and deepen their understanding of themselves and others. Our whole school reading challenge also supports a love of reading, whilst earning themed badges each year to celebrate.

In our Early Years provision, learning begins through exploration, play, wonder and discovery. These principles continue throughout Key Stage 1 and Key Stage 2, where children build upon strong foundations and are encouraged to take ownership of their learning. Alongside a rigorous English and mathematics curriculum, pupils have opportunities to excel across a broad and balanced range of subjects.

Our curriculum is enriched through educational visits, visitors, collective worship, community involvement, Forest School experiences, outdoor learning and a wide range of extra-curricular activities. We want learning to be memorable and meaningful, enabling children to make connections between subjects, revisit prior knowledge and apply their understanding in new and purposeful contexts.

We are particularly proud of the opportunities our pupils have to learn beyond the classroom through outdoor learning and our Forest School provision. Situated at the heart of the Wistow community, our school enables children to develop a deeper appreciation of the natural world, build resilience, work collaboratively and experience the joy and wonder of God's creation. Through these experiences, pupils learn the importance of caring for the environment and become responsible stewards of the world around them.

Our pupil leadership groups, including our Eco Warriors, play an active role in school life by promoting sustainability, environmental awareness and positive change within both our school and wider community. Every child belongs to a pupil group, giving them opportunities to develop leadership skills, contribute their ideas and work together as part of a team. Through these groups, pupils support a range of curriculum and school improvement initiatives, helping to make a meaningful difference while developing a strong sense of responsibility, belonging and service to others.

As an inclusive school, we recognise that every child is different. We are committed to ensuring that all pupils, regardless of need, background or ability, can access and achieve within our curriculum. Staff carefully adapt learning to remove barriers and provide appropriate support and challenge, ensuring every child experiences success and makes excellent progress.

We actively promote respect, dignity and understanding for all. Through our curriculum, collective worship and wider school experiences, children develop an understanding of diversity, equality and the importance of treating others with kindness, fairness and compassion. Grounded in Christian values, we encourage our pupils to become thoughtful citizens who contribute positively to their local, national and global communities.

By providing a rich, nurturing and ambitious curriculum, we aim to develop confident, compassionate and courageous learners who leave Wistow Primary School with a lifelong love of learning, a strong moral foundation and the knowledge and skills needed to thrive in an ever-changing world.

Our Curriculum Intent

We aim to:

- Develop confident, resilient and independent learners.
- Inspire curiosity, creativity and a lifelong love of learning.
- Embed strong foundations in reading, writing and mathematics.
- Nurture children's spiritual, moral, social and cultural development through our Christian ethos.
- Encourage children to recognise and develop their unique gifts and talents.
- Foster respect, kindness, compassion and understanding for all members of our community.
- Provide memorable learning experiences that inspire and motivate.
- Promote physical, emotional and mental wellbeing.
- Equip children with the knowledge and skills needed to become responsible citizens.
- Encourage stewardship of God's world through environmental learning and outdoor experiences.
- Ensure all children can flourish through an inclusive curriculum that meets individual needs.

Quality First Teaching at Wistow Primary School

Quality First Teaching means high-quality, inclusive teaching that enables every child to thrive and succeed. Through excellent classroom practice, careful assessment and strong relationships, we ensure children are supported, challenged and inspired throughout their learning journey.

We believe that effective teaching is rooted in high expectations, nurture and a commitment to helping every child achieve their full potential.

Our approach includes:

- High expectations for both staff and pupils.
- Teaching that is engaging, accurate and delivered with enthusiasm.
- Building upon children's prior knowledge, experiences and interests.
- Carefully planned lessons with clear learning intentions and success criteria.
- High levels of pupil engagement and participation.
- Effective questioning, modelling and explanation.
- Opportunities for discussion, collaboration and reflection.
- Encouraging children to become resilient and independent learners.
- Developing children's confidence to take risks and learn from mistakes.
- Providing regular encouragement, praise and constructive feedback.
- Creating positive relationships where every child feels valued and known.
- Ensuring learning is inclusive and accessible to all pupils.
- Promoting our Christian values through daily interactions and learning experiences.

Learning Environments

We strive to create stimulating, nurturing and inclusive learning environments that support children to flourish academically, socially, emotionally and spiritually. Our classrooms and wider school spaces are carefully organised to reflect the needs of our pupils and to promote independence, engagement and a love of learning.

- Learning environments are adapted to meet the diverse needs of all children, ensuring that every pupil can access and participate fully in their learning.
- A wide range of learning resources, technology and interactive tools are used to enhance teaching and support children in becoming confident and independent learners.
- The effective use of both indoor and outdoor spaces, including our Forest School area, school grounds, hall and shared learning spaces, enriches learning experiences and provides opportunities for exploration, collaboration and discovery.
- Classroom displays celebrate children's achievements, showcase high-quality work and reinforce key knowledge and skills across the curriculum.
- Working Walls are used within classrooms to support current learning, providing children with prompts, vocabulary, examples and strategies that help them solve problems, recall prior learning and work increasingly independently.
- Regulation Stations are available within classrooms to provide children with a calm and supportive space when needed. These areas help pupils develop self-regulation strategies, manage emotions and return to learning ready to engage positively and successfully.
- Our learning environments reflect our Christian values and nurturing ethos, creating spaces where children feel safe, valued, respected and encouraged to take pride in their learning.

Through carefully considered learning environments, we aim to develop resilient, independent and confident learners who are equipped with the tools, support and opportunities needed to thrive.

For further information on the delivery of learning within our Early Years provision, please refer to the school's EYFS Policy**.**

Inclusion and Belonging

At Wistow Primary School, we believe that every child is uniquely created by God, valued for who they are and deserving of every opportunity to flourish. We are committed to creating a culture of belonging where all children feel welcomed, respected, supported and celebrated. We recognise and embrace the individuality of our pupils, understanding that each child brings their own strengths, experiences and gifts to our school family.

Through our nurturing Christian ethos, we strive to remove barriers to learning and ensure that every child can access the full richness of our curriculum at their level. Staff work closely with families, external agencies and the children themselves to provide appropriate support, challenge and opportunities for success. We promote an environment where differences are understood, diversity is celebrated and children learn to show compassion, empathy and respect towards others.

Our inclusive approach encourages pupils to develop confidence in who they are, appreciate the uniqueness of others and understand that everyone has an important place within our school community. By fostering positive relationships, high aspirations and a sense of togetherness, we help every child to feel known, valued and loved whilst equipping them to contribute positively to the wider world.

Monitoring, Evaluation and Review

Our governors play an important role in monitoring the effectiveness of the curriculum and ensuring that statutory requirements are met. This is achieved through:

- Governor visits to school.
- Meetings and presentations from Curriculum Co-ordinators.
- Monitoring of progress against the School Development Plan.
- Discussions with staff and pupils regarding teaching, learning and curriculum impact.
- Reviewing curriculum information and attainment outcomes.

The Headteacher and Curriculum Co-ordinators work collaboratively to monitor the quality of education across the school through:

- Curriculum and planning reviews.
- Learning walks.
- Book and work scrutinies.
- Pupil voice activities.
- Lesson observations.
- Pupil progress meetings.
- Monitoring of assessment information and outcomes.

Curriculum Co-ordinators are also responsible for ensuring that resources are effectively managed, maintained and utilised to support high-quality teaching and learning across all areas of the curriculum.

At Wistow Primary School, teachers are expected to be fully prepared for all lessons and to plan learning that meets the needs of all pupils. We recognise that effective planning can take many forms, and there is no prescribed format. Planning may include weekly or daily plans, presentations, digital resources or interactive teaching materials. Whatever the format, planning should clearly identify the intended knowledge, skills and understanding to be developed and be readily accessible in the event of staff absence.

Where possible, teachers are expected to prepare appropriate planning and resources prior to any planned absence. In cases of unexpected absence, the most up-to-date planning should be available to ensure continuity of learning and maintain progression across the curriculum.

Through regular monitoring and professional dialogue, leaders ensure that learning is appropriately sequenced, inclusive and ambitious for all pupils. Feedback arising from monitoring activities is used constructively to celebrate strengths, identify areas for development and support continuous improvement in teaching and learning.

In keeping with the nurturing ethos of Wistow Primary School, monitoring activities are carried out in a supportive and collaborative manner, recognising and celebrating effective practice whilst providing opportunities for professional growth and development. The ultimate aim is to ensure that every child receives the highest quality education and is supported to flourish academically, socially, emotionally and spiritually.

At Wistow, we believe that children learn best when they feel safe, supported and encouraged. By combining academic challenge with genuine care and nurture, we enable every child to flourish.

This policy will be reviewed annually by the Headteacher in consultation with staff, Curriculum Co-ordinators and governors. Following each review, the policy will be presented to the Governing Board for consideration and approval, ensuring that it continues to reflect the vision, values and educational priorities of Wistow Primary School.