

Curriculum Statement

At Whitechapel Primary School, we believe the personal development of our children, spiritually, morally, socially and culturally plays a significant role in their ability to learn. We maintain high aspirations for all, developing drive and determination alongside resilience and resourcefulness to encourage the children to achieve their aspirations.

We believe academic success, creativity and problem-solving, reliability, responsibility and resilience, as well as physical development, well-being and good mental health are key elements that support the development of the whole child and promote a positive attitude to learning.

Whitechapel is a school where children learn to achieve their goals in an enjoyable, caring and respectful environment. We work together to ensure each child has the opportunity to thrive both in the classroom and in the outdoor learning environment.

Curriculum Intent

Whitechapel Primary School's bespoke curriculum is tailored specifically to the needs of our children. It has been designed by staff, in full consultation with governors, parents and children. Clear strategic planning ensures the curriculum is dynamic, broad and balanced, and well-matched to our children and the context of the school. The curriculum ensures we build upon the life experiences of the children and provide opportunities for them to learn in a variety of environments.

Curriculum development is on-going and in response to detailed analysis of progress data and assessment for learning throughout the school. Our curriculum design ensures systematic and cumulative knowledge acquisition. It recognises the importance of clearly ordered content and the explicit teaching of skills, knowledge and vocabulary at each stage of learning. The order in which content, skills and vocabulary are taught supports children to build their knowledge and to apply that knowledge.

Our carefully crafted curriculum, whose content is chosen with thought and care, incorporates the statutory requirements of the Early Years Foundation Curriculum and the National Curriculum. In addition, we include a wide range of learning experiences to develop essential life skills: self-control, confidence, social skills, motivation and resilience.

The aim of our curriculum is for children to have the requisite skills, knowledge and vocabulary to be successful, independent and motivated learners in readiness for the next stage of their education. We develop children's aspirations, outlining possibilities for their future lives as global citizens.

Curriculum Implementation

National requirements and the school overview are mapped out for the whole school using a combination of discrete and two-year rolling programmes across the key stages. The English and mathematics curriculums are supported using a framework developed by consultants within the Local Authority. Our curriculum utilises a themed-based approach with some subjects taught within overarching topics. The knowledge, skills and understanding, outlined in the National Curriculum, are delivered to all children in key stages 1 and 2.

Delivery of the curriculum recognises the importance of targeted questioning to develop children's vocabulary and knowledge, and assess their understanding. High-quality teaching and learning provides children with time to practise and consolidate skills using a variety of cumulative learning experiences. The pace of learning will differ depending on the abilities of individual children. Teachers use on-going formative assessment to systematically and effectively gauge understanding, and knowledge acquisition and retention.

The acquisition of pupil knowledge and vocabulary within the curriculum is supported by knowledge organisers. Knowledge organisers provide key facts and vocabulary relevant to topics and build upon prior learning. Newly acquired vocabulary is modelled by teaching staff and elicited from children in discussions and written responses.

We recognise that the acquisition of knowledge and the development of disciplinary knowledge is inter-dependent, and the curriculum is designed to provide opportunities to revisit learning in a variety of different contexts. Curriculum content is ordered in such a way that children will remember and connect the steps they have been taught. As new knowledge, skills and understanding are acquired, children build on prior learning and make connections across and within curriculum areas. Opportunities to apply and refine skills and retain and develop knowledge are built into the curriculum.

The spiritual, moral, social and cultural development of our children and their understanding of British Values are embedded in all areas of the curriculum. Personal, Social, Health and Economic Education (PSHE) alongside Relationships and Sex Education (RSE) are taught discretely and throughout the whole curriculum, and are underpinned by the school's Core Values: Caring, Honesty, Appreciation, Respect, Tolerance (CHART).

Throughout the Early Years and Key Stage 1, the children develop their phonic knowledge through the use of the Red Rose Letters and Sounds programme. The programme uses a rigorous approach to introduce and develop phase 2 to phase 5 phonics so children meet / exceed the expectations outlined in the Early Learning Goals and the National Curriculum. The children's ability to blend and segment sounds, and fluency in reading is developed through the use of the DFE approved Rising Stars 'Reading Planet' reading scheme and supported with additional reading material from a range of other phonically matched books.

Class teachers and teaching assistants work together to deliver year group expectations. All teaching staff recognise that children acquire knowledge, skills and understanding over time and create opportunities for children to revisit learning. In all classes, there are small group interventions to support children in gaining the key knowledge, skills and understanding in reading, writing and mathematics because this learning is essential for children to access the whole curriculum. In-class support and precision teaching ensures all children, including SEND and AGT make good progress.

Specialist teachers and instructors support music, MFL and PE provision and selected visitors to school enhance key learning across the curriculum. Subject leaders develop subject knowledge, skills and understanding in order to support curriculum development and delivery throughout the school. Subject leaders support class teachers to develop curriculum pedagogy and ensure effective teaching and learning.

The outdoor learning environment, close proximity to Beacon Fell, and work with both the local community and other local cluster schools provide many opportunities for active outdoor learning. The school grounds have been extensively enriched to support learning in a variety of curriculum areas.

Children have the opportunities to share their learning with each other, with their parents and carers, and with other learners through school-based and external performances, competitions

and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Curriculum Impact

Whitechapel Primary School monitors the curriculum provision throughout the year to gauge the impact of the curriculum design. Subject leaders monitor content, delivery, progress and attainment and, on a rolling programme, report findings termly to the Governors at the curriculum committee meeting. A combination of review, training, modelling, team-planning and coaching are used to support the on-going professional development and practice of teachers and teaching assistants in order to impact learning and progress.

The knowledge, skills and understanding, outlined in the National Curriculum are assessed using a combination of 'Lancashire's Key Learning Indicators in Progress' (KLIPs), 'Test Base' and additional summative assessment materials. Summative assessment of learning takes place each term. Formative assessment is on-going and refers to a wide variety of methods that teachers use to identify misconceptions and provide timely intervention to move learning forward. Formative assessment forms an integral part of teaching and learning. This assessment is carried out during learning and takes the form of discussions, observations and outcomes.

Learning and the retention of knowledge is measured through careful analysis of the application of knowledge and disciplinary knowledge across the curriculum. Teachers provide a wide range of creative opportunities for children to apply their learning and demonstrate their knowledge and understanding. Learning and the retention of knowledge, includes vocabulary acquisition, comprehension and retention as we recognise that vocabulary size relates directly to academic progress.

Attainment and progress is monitored using school-based tracking charts. These ensure that both coverage and progression can be assessed throughout the school and confirm that children are meeting year group expectations. Children's progress is monitored and measured through their performance against individual, school and national targets.

Detailed analysis of all data supports the development of the curriculum and of teaching and learning.