



**Winscombe**  
Primary School

Care, Aspire, Respect and Excel

# Curriculum Policy



<b>Date Agreed</b>	Jan 2026
<b>Review Date</b>	Jan 2029

Our Children will...

**Care**  
**Aspire**  
**Respect**  
**Excel**

*To nurture respectful, active learners that will flourish, excel and aspire to make a positive difference to their communities and beyond*

## **1. Our Curriculum Intent**

**‘It’s ultimately the purpose of education to cultivate the love of learning for its own sake’ Michael Sandel**

At Winscombe, we believe every child deserves a challenging, broad and balanced curriculum that is underpinned by teaching of the basic knowledge, skills, concepts and values that they will need to become proficient both academically and socially. In turn this will promote the development of respectful, responsible and resilient pupils.

The curriculum is progressively sequenced to allow children to build upon prior knowledge as they progress from EYFS to Year 6, and develop an overarching narrative of the subjects we teach.

We endeavour to provide rich and first-hand learning opportunities that evolve from our strong curriculum drivers which promote: **Cultural Diversity, Curiosity, Community, and Character**. These opportunities intend to take children beyond their everyday experiences and inspire them to excel. For example: sometimes in the “Eyes of an Expert” or looking at wider environmental issues, enterprise or charitable empathy. In turn, children will develop a strong work ethic, effective interpersonal skills; creating independent, creative and critical thinkers and learners.

Our ‘Winscombe Top Twenty’ - opportunities to enrich and inspire our learners - enhance this further. These, coupled with our overarching core values of **Care, Respect, Aspiration** and the ability to **Excel**, underpinned by physical development, emotional well-being and mental health, are key elements that support the development of the whole child and promote a positive attitude to learning and life; happy children.

Whilst also utilising the skills, knowledge and cultural wealth of our supportive community, we nurture our pupils' spiritual, moral, social and cultural development, notably through our assembly programme, visitors and school visits.

Children leave the school with a sense of belonging to a tight-knit community where they have had the confidence and skills to make decisions, reflect upon their choices and make connections. Our children will be well-equipped as 21<sup>st</sup> Century Learners

and prepared to continue their learning journey within a dynamic, diverse and everchanging world.

### **Curriculum Aims**

- To enable all children to absorb knowledge, develop understanding and make connections to hone their learning skills to the best of their ability.
- To provide children with a firm foundation in the essential skills of Reading, Writing, Maths, Science and Computing as a springboard to competency in all areas of our enriched, broad and balanced curriculum.
- To fulfil all the requirements of the National Curriculum.
- To promote a positive attitude and a love of learning that is underpinned by a solid character education, enabling our pupils to thrive into adulthood.
- To develop a positive environment for learning and interaction, reflected in high expectations of behaviour and respect to others, tolerance and open-mindedness.
- To enable and encourage children to be creative, inquisitive and reflective during the learning process.
- To drive pupils' personal development and development of cultural capital, through a rich and diverse PSHEC programme, school values and assembly programme.

Ultimately, we want all of our children to be the best they can be and make a positive contribution to the world they live in.

## **2. Our Curriculum Implementation and Design**

### **Learn ing Powers!!**

Our well-sequenced and clearly constructed curriculum allows learners to achieve. Knowledge underpins all subjects and enables the application of skill; they are intertwined to ensure pupils make progress through meaningful connections.

The Winscombe Inquiry Curriculum has been developed to meet the needs of our one form entry setting, from Reception to Year 6. Each year group has its own Long-Term Curriculum plan and teachers review and reflect on the themes each year for the children to acquire the requisite skills and knowledge for their year group. The curriculum has been planned so skills and knowledge are built upon as children move throughout the school, e.g. pictorial map skills in EYFS develop into aerial plan view design in Year 6.

Our Inquiry Curriculum is delivered through a range of different termly inquiries in each class, making relevant and meaningful links between subjects, where appropriate. These are outlined in our long-term plans and supported by our medium-

term inquiry plans and knowledge organisers, which are shared with parents and children at the start of each term. In addition, subject leads outline key coverage, knowledge and skills in each subject (available on our school website).

Most inquiry topics have a historical or geographical driver, but always begin with an inspiring text, ensuring our love and drive for reading is woven meaningfully into every part of the curriculum. This is exemplified with *Street Child* in Year 6, or *Shackleton's Journey* in Year 2. Writing outcomes are often linked to curriculum themes, giving greater context and purpose to these expectations; supported by our writing approach which stems from Talk for Writing pedagogy. We utilise the local community within our Curriculum design as much as we can.

Our curriculum drivers further develop a love of learning and develop active and engaged learners. We plan a Curriculum Driver session each full term, which is delivered to our school Crews; another opportunity for age groups to mix across the school and experience enhanced learning opportunities e.g. language days, art and design opportunities, charitable events.

To ensure equity of access to the curriculum content, we aim to provide pre-topic teaching to those children who would benefit, further supported by our Knowledge Organisers for parents; these also support the development of expert language and ideas for home learning to enrich pupils' experiences beyond the classroom.

Our pupils have access to a wide range of opportunities which promote personal safety and pupil voice, with all children being actively involved in whole school decision making through the School Council, Crew Captains, Eco Warriors and Digital Leaders.

### **Children with Additional Needs**

The curriculum in our school is designed to provide equal access and opportunity for all children who attend the school, as stated in our SEND policy. Where a special need is identified, our school is firmly committed, in consultation with parents and outside agencies, to meeting individual needs and ensuring appropriate resources are employed. The School's practices comply with the requirements outlined in the current SEND Code of Practice (2015) in providing for children with special needs.

All pupils are engaged and involved in our curriculum topics, regardless of their specific educational need, disability or vulnerability. Measures are put in place to adapt, design and develop the curriculum content for pupils with SEND. The delivery and acquisition of knowledge and skills to meet the needs of those particular pupils is tailored accordingly. Individual timetables and personalised plans are created for high-needs children, linked strongly to the curriculum inquiries. In turn, highly scaffolded learning opportunities and a knowledge of what small steps progress would look like, allow all of our learners to succeed in their lessons.

For those pupils who are disadvantaged, we plan to ensure they have equality of opportunity in accessing the curriculum. An emphasis on reading fluency and the understanding of key language informs much of the scaffolding used for our learners. In pre-topic teaching, quality text discussions and clear, modelled language around new topics and content is crucial in allowing them to access teaching and learning

alongside their peers. Such is the importance of this, that additional reading takes place with these children through the use of volunteers, catch-up reading interventions or planned programmes and sessions, which are monitored by our pupil premium lead.

## **Assessment**

Our assessment approach is grounded in a growth mindset, encouraging pupils to engage in metacognition and actively reflect on their learning. We provide clear learning objectives and success criteria, guiding students to evaluate their own work and identify next steps for improvement.

We equally value formative and summative assessment which enable us to reflect on the content taught, knowledge acquired and skills evidenced for each pupil, so that teaching is adaptive to pupil need.

For more details, please refer to our Assessment Policy.

## **Parents**

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us, and we do this in a number of ways. We send Knowledge Organisers to our parents each term to inform them of their child's focus areas.

We utilise the whole school ClassDojo feed to inform all parents instantly of activities which are taking place. Our weekly newsletter is used to celebrate special news or occasions. This then holds a historic record of the children's experiences and inspirations. There is also regular communication through our:

- Weekly Celebration Assemblies
- Class posts and school newsletters
- Parent workshops
- Learning Conversations
- Termly Parents Evenings
- End of Year Reports

We also engage parents to share their skills and expertise through visits, assemblies and workshops.

## **3. Impact of our Curriculum**

### **Outcomes for Pupils**

Our Curriculum consistently leads to good outcomes and results for our pupils. We are consistently above or in line with the national average for outcomes at the end of end of KS2.

Our curriculum creates effective learners, who at the end of their primary school journey:

- Know what it is they are going to learn, through a shared learning objective or 'hook' into learning
- Know what they need to do to be successful through the application of our learning powers
- Are able to assess their own learning and the learning of others through 'assessment for learning' strategies, such as mixed ability pairs, peer marking and paired editing, stemming from metacognition techniques
- Receive positive regular feedback that helps them to identify what they need to do next (see marking and feedback policy)
- Have time to reflect and review their learning
- Feel cared about and are happy, motivated and stimulated
- Enjoy a learning environment that is well organised, attractive, stimulating and safe
- Experience a variety of learning, both indoors and outdoors
- Enjoy lessons that are interesting and fun with the opportunity to learn through first hand, multi-sensory experiences
- Demonstrate high expectations for learning and behaviour

Pupils with additional learning needs make good progress across the curriculum in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

When our children move onto Secondary School, they are equipped to access the next step of their educational journey but also to thrive due to the building blocks of learning that they have received. More than this though, they will be ready to make a positive and worthwhile impact to the wider community as informed and responsible 21st Century citizens.

### **Monitoring and evaluation**

A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Flexible management time is given to subject leaders to enable them to successfully carry out their roles and responsibilities, without adding to workload. The information from the monitoring and evaluation forms the basis of the impact assessment for that curriculum area.

The Headteacher, supported by the senior leadership team, has overall responsibility for assessing the intent, implementation and impact of the whole curriculum offer. These leaders have the overall vision for the monitoring and evaluation and will guide staff in their roles and responsibilities accordingly.

Judgements on the impact of our curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school:

- Regular formal and informal discussions with staff
- Regular observations of lessons
- Analysing assessment data
- Regular scrutiny of children's work
- Monitoring planning to ensure curriculum coverage
- Collating data from staff, parent and pupil questionnaires
- Pupil conferencing
- SIP visits and WLT monitoring visits

The AIP is amended following analysis of these activities, in order to move our school forward.

### **Equality Act 2010**

The way in which the curriculum is delivered is covered by the Equality Act 2010. The school ensures that curriculum content and teaching approaches do not subject pupils to discrimination, harassment or victimisation. In addition, the curriculum plays a key role in promoting equality and inclusion by challenging gender stereotyping, preventing bullying and supporting the attainment and wellbeing of all pupils, particularly those from disadvantaged or under-represented groups.

### **Communication**

The role of the Local Partners is to focus on the quality of education and to this end, specific information is shared at termly meetings based on school priorities from the AIP, SEF, data analysis and other QA methodologies. Key priorities from the school AIP inform the LPB Quality Assurance schedule, which in turn allows an opportunity to work in partnership when evaluating the school's effectiveness and ensuring a rigorous approach is taken to school development.

### **Relevant links to legislation and Government Guidance**

- National Curriculum - <https://www.gov.uk/government/collections/nationalcurriculum>
- SEN Code of Practice - <https://www.gov.uk/government/publications/sendcode-of-practice-0-to-25>
- Equality Act - <https://www.gov.uk/guidance/equality-act-2010-guidance>
- Governance handbook - <https://www.gov.uk/government/publications/governance-handbook>

**Appendix One:**  
**Winscombe Target 20**

1. Try a musical instrument
2. Raise money for a charity
3. Read a map and use a compass
4. Learn a poem off by heart
5. Learn basic first aid
6. Play a part in the school play or assist in its production
7. Learn to swim
8. Plant it, grow it, eat it
9. Sleep away from home
10. Look after the school environment
11. Experience a pantomime
12. Learn a different language
13. Work in cross generational groups in the community
14. Meet a famous author
15. Try foods from around the world
16. Make a den
17. Publish writing
18. Attend an organised sports event
19. Become an entrepreneur
20. Be in a performance outside of school