

WESTIE CURRICULUM INTENTIONS	1	"We learn with a smile" Our Learning Values:	Self-motivation	Creative Thinking	Resilience	Independence	Valued Collaboration	Emotional Intelligence							
	2	At Westbrook Old Hall:	We show we are keen to learn		We make the right choices		We are kind and considerate		We look after our school family						
	3	The vision of the enquiry based spiral curriculum at Westbrook Old Hall Primary School: Know more! Remember more! Use it more!	We want our children to come to school with a smile on their faces, eager to learn.- be part of al learning family	We aim to teach both knowledge and skills, revisiting previous learning and adding new key learning that is age appropriate	We aim to inspire our children to see learning as a creative, personal journey, a route to experiencing enjoyment and fulfilment.	We want our children to have a love of learning, feel passionate and have ownership of the outcomes.	We tailor individual subjects of the curriculum to engage our children and provide clear context for learning, making it meaningful.	We strive to meet the needs of all learners, challenging and enabling them to reach their potential	We encourage our children to share their learning with each other, their families and the wider community and to learn from others.	We are preparing our children for their future adult lives through use of new technologies					
WESTIE TEACHING IMPLEMENTATION	4	Our teaching intentions are:	Purpose of the learning is made explicit, leading to successful outcomes	Modelling/Scaffolding	Questioning	Challenge for all and support where necessary - practice of concepts	Continuous formative assessment and revisiting of key learning	Moderation of assessments and judgements							
	5	Our provision is informed by sharing effective practice, learning how knowledge and understanding develops.	Teaching is based on a clear sequential understanding of thinking and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide effective feedback.	The classroom climate created by teachers inspires and motivates all children.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Developing strong partnership with parents and carers that influence learning at school and home.							
WESTIE CURRICULUM IMPLEMENTATION	6	Our whole school creative curriculum is designed to be a learning journey through experience and enrichment, informed by a variety of approaches, making full use of opportunities for real world learning.	Educational Visits - including residential opportunities	Visitors	Assemblies	Extra-curricular Clubs	Learning outside the classroom - Forest Schools	Responding to events in the news	Fund-raising events						
			Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design						
			ENGLISH	SCIENCE	HISTORY	GEOGRAPHY	D&T	ART	COMPUTING	MATHS	MUSIC	PE	FRENCH	PSHE/RSE	RE
			Curriculum Drivers						Discrete Subjects				Discrete Subjects - taught in blocks/theme weeks		
			Less in more depth.			Learning inspired by key texts		A creative curriculum driven by knowledge and skills to maximise cross-curricular opportunities	British values and monthly values taught each half-term	Hook that engages the children and gives the context for learning.	Outcome to an audience. Purpose for the learning.	Family Learning Opportunities			
WESTIE IMPACT	7	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Standards			IMPACT 2: Aiming High			IMPACT 3: Personal Development						
			Children make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment shows that knowledge and skills are progressive and embedded throughout the curriculum.			Children are confident, creative, successful and resilient learners, who make the right choices for their learning and for their future. A deeper understanding of our learning values ensures preparedness for the challenges that lay ahead.			Children learn to make the right choices for their well-being and healthy living. The choices children make benefit themselves, the school and the local community.						
WESTIE EVALUATION	8	We regularly review how well our curriculum enables achievement.	High Quality Outcomes		Curriculum Content is Responsive and Relevant		Mastery for All		Embedding Knowledge and Skills		Being Part of a Family and a Community				
			<ul style="list-style-type: none"> - Has the learning journey led to a purposeful outcome or product? - Do children have ownership of the outcomes? - Do the pupils know what success looks like? - Are there relevant contexts for high quality outcomes for English and Maths? - Are teaching expectations high enough? - Are there clear assessment criteria? - Are pupils challenged to think and to evaluate their learning? <p>We evaluate through monitoring, work and data analysis, lesson studies, planning and pupil voice.</p>		<ul style="list-style-type: none"> - Are pupils able to connect local, national and global contexts for learning? - Do children experience enjoyment in their learning? - Do teachers respond to educational research? - Are the rich resources within the local community and environment being maximised? - Are tasks adapted to reflect current affairs and technological and environmental changes? - Is AFL responsive and effective? <p>We evaluate through monitoring, work and data analysis, lesson studies, planning and pupil voice</p>		<ul style="list-style-type: none"> - At point of learning, is the curriculum sufficiently challenging and appropriate for each child? - Are there opportunities to develop a deeper understanding of the learning? - Are there high expectations for all? - Does the work of the children show that tasks are challenging? - Are children encouraged to be creative? <p>We evaluate through monitoring, work and data analysis, lesson studies, planning and pupil voice.</p>		<ul style="list-style-type: none"> - Do children have opportunities to solve problems and undertake learning at a deeper level? - Do children have the opportunity to build on their knowledge and skills throughout the school? - Are knowledge and skills carefully planned across the curriculum? - Are there coherent links across subjects that increasingly challenge and embed knowledge and skills - Do children have opportunities to embed their knowledge and skills in the curriculum? - What knowledge and skills have pupils gained against expectations? - Is each NC subject given integrity and taught systematically, with progression through each Key Stage? <p>We evaluate through monitoring, work and data analysis, lesson studies, planning and pupil voice</p>		<ul style="list-style-type: none"> - Does the curriculum engage pupils to be part of a family of learners? - Do children share their learning with others? - Do children learn from others? - Do our school learning values prepare children for their future lives - whatever they may be? - Do pupils engage with the local community, national and global issues? - Are pupils able to relate their values and experience to British Values? <p>We evaluate through monitoring, work and data analysis, lesson studies, planning and pupil voice</p>				