



# Woodside Primary School Curriculum

## **INTENT-what is it that the school wants for all its children?**

Our school aim is 'to provide an enriched and secure learning environment in which every child can achieve their full potential across all areas of school life: academic, creative, sporting and social.'

We intend to:

- continue to be 'focussed on ensuring that children succeed academically and personally' (Ofsted March 2018)
- continue to ensure our 'curriculum is broad, balanced and motivates and engages pupils to learn effectively' (Ofsted March 2018)
- continue to raise aspirations of children at an early age to make an impact in adult life
- continue to provide our strong school ethos; dedicated staff and governors and support from our community
- continue to be an outward looking, self-improving school, engaging with our West Gloucestershire Support Partnership (WGSP) and two local Teaching Schools as this has a positive impact on the curriculum we offer
- continue to improve our curriculum and provision through accessing high quality training; local networks; opportunities to connect and work with other schools and children

**Our intent for the curriculum is summarised in our Curriculum Design document.**

**IMPLEMENTATION-how is teaching and assessment fulfilling the intent?** Teaching, learning, assessment and curriculum policies are focussed on providing the best provision and outcomes we can. Our morning sessions are focussed on core maths and literacy skills within a supportive ethos and growth mindset approach. Our teaching, learning and curriculum approach is interactive, ensuring that children reflect on their own learning and feedback they have; can self-assess and know how to improve their work. The National Curriculum is delivered in a flexible way-sometimes subjects are taught discretely (eg P.E.) and sometimes in a topic approach where there are rich and appropriate links. Topic information is on our website. The curriculum is adapted to the needs of individual children and different cohorts as they move through the school. Our self evaluation clearly shows differences between cohorts and school improvement plans and curriculum are adapted accordingly (eg current reception cohort is mainly summer and spring born children; current Y2 cohort has high proportion of EHCP needs; current Y6 children had better outcomes at KS1 than the previous three Y6 cohorts.)

**Our implementation is summarised in topic overviews and subject schemes of work.**

## **IMPACT-the results and wider outcomes that children achieve, and the destinations that they go on to**

Our intended impact on reading, writing and maths standards and progress is summarised on the RAP. There are intended impacts for specific cohorts (eg more children at ARE by the end of reception than at the beginning; better outcomes in spelling across the school due to new whole school phonics/spelling group organisation; better progress from KS1-KS2 for all cohorts going through the school than in previous years). Our robust monitoring and evaluation systems tracks this throughout the year.

Our school improvement plan is not restricted to reading, writing and maths. There are intended outcomes for EYFS; SEND; PE; personal development, behaviour and welfare; art, French and music. Science, RE, ICT, computing and the wider curriculum have been focusses in the past two years.

**Our impact is summarised in the school's Self-evaluation Form (SEF); RAP; evaluated improvement plans but most importantly can be seen in children's personal development, their progress and in their work.**