

## Wath Central Primary School – Our Ethos and Vision

<b>INTENT</b>	<b>1. OUR MISSION</b>	We value every child for what they are and prepare them for everything they could be.							
	<b>2. OUR VISION; OUR AIMS</b>	<p>For us, education is about:</p> <ul style="list-style-type: none"> <li>• preparing our children to succeed in a modern world; both in skills and knowledge.</li> <li>• developing in children an understanding of themselves, of their place in the world.</li> <li>• raising aspirations. Inspiring children to make a positive contribution and to believe in their capabilities.</li> <li>• nurturing a sense of wonder and triggering curiosity.</li> <li>• the joy of discovery and the expression of individuality.</li> <li>• working together with empathy in an environment where diversity and inclusion go hand in hand.</li> </ul> <p>We want our children to:</p> <ul style="list-style-type: none"> <li>• thrive. We want them to feel safe in a calm and supportive environment so they are ready to learn and exceed their own expectations.</li> <li>• work hard and produce beautiful work. Be committed to learning, to be positive enough to see challenge as an opportunity and mistakes as valuable.</li> <li>• be brave enough to question why.</li> <li>• be filled with awe and wonder, to think creatively and use the power of their imagination.</li> </ul> <p>For us it's about togetherness. It's about inspiring a community to achieve success.</p> <p><i>#Together, we can</i></p>							
	<b>3. OUR KEY PRINCIPLES</b>	<b>Work hard</b> <i>We come to school ready to learn and try out best in everything we do.</i>		<b>Work smartly</b> <i>We take responsibility for our work and reflect regularly with resilience.</i>			<b>Work together</b> <i>We value collaborating and co-operating with others.</i>		
	<b>4. OUR 'TOGETHER WE CAN' VALUES</b>	Be Aspirational	Be Creative	Be Proud	Be Reflective	Be Resilient	Be Respectful	Be Responsible	Be Well
	<b>5. OUR CURRICULUM DRIVERS Philosophical Concepts</b>	<p>Our school curriculum is based on <b>philosophical concepts</b> which:</p> <ul style="list-style-type: none"> <li>• Enable a cohesive and joined up schema (to filter the content of the curriculum through concepts)</li> <li>• Broaden pupils' understanding of their place in their community and the world. Create connections or relevance to pupils' lives. Give pupils a wider perspective.</li> <li>• Facilitate an open and divergent enquiry</li> <li>• Allow 'big thoughts' at every age and give our pupils opportunity to think rather than telling them what to think</li> <li>• Develops empathy and a commitment to justice</li> <li>• Nurture in our pupils their capacity and potential to have an impact on their environment and community</li> </ul>							

<b>IMPLEMENTATION</b>	<b>6. TEACHING AND LEARNING APPROACH</b> Our approach to teaching and learning delivery is based on Rosenshine's Principles of Instruction	<b>Teach Simply</b> We use a variety of first quality teaching techniques to deliver new and embed necessary learning.	<b>Practise Thoroughly</b> We practise taught skills through application activities throughout the curriculum.		<b>Assess Accurately</b> We use both formative and summative assessments to inform future planning and raise attainment.	
		Pre-learning discussion – activate prior knowledge.	Plan to build on previous learning	Range of teaching strategies to scaffold and challenge learning.	Formative feedback	
	<b>7. CURRICULUM TEAMS lead the implementation and monitoring of subject deliver</b>	Communication and Language  <i>Reading, Early Reading, Writing, MFL and Vocabulary Development</i>	Mathematical Development  <i>Maths</i>	Understanding of the World  <i>History, Geography, R.E., Science, D.T., Computing</i>	Expressive Arts and Design  <i>Art and Design, Drama (English) and Music</i>	Health and Wellbeing  <i>P.E. and PSHCE</i>
		<b>8. OUR CURRICULUM MODEL</b> Our curriculum model contains 3 overarching projects and	<b>DISCOVER:</b> History Focused Project	<b>EXPLORE:</b> Geography Focused Project	<b>EMPATHISE:</b> PSHCE Focused Project	<b>INVESTIGATE:</b> Science Focused Project
	<b>9. 3 whole school mini projects</b>	<b>Aspirations Based Project</b> <i>This is at the start of the year to set high expectations for the rest of the year.</i>		<b>Inclusion Based Project</b> <i>This is in addition to whole school awareness weeks such as e-safety weeks and Anti Bullying weeks.</i>		
<b>10. DELIVERY CYCLE:</b> Each overarching projects is planned and delivered using the school's curriculum delivery cycle.	Engage Activity	Development of knowledge and skills Learning linked to concepts based around subject area. <ul style="list-style-type: none"> <li>• Learning linked to concepts based around subject area.</li> <li>• Learning linked to concepts based around today's world.</li> <li>• A breadth of activities that access various areas of the curriculum</li> </ul>		Meaningful project outcome		

<b>11. ASSESSMENT</b>	Continuous AfL informs daily planning in core subjects.		Pre-assessments and 'Knowledge Harvests' used to build on previous learning and inform planning.		Retrieval Practice such as low stake quizzes used to review and assess gained knowledge and help learning 'stick'.  Proof Of Progress (POP) tasks used to build on previous subject knowledge.		Standardised tests used to assess progress in Reading, SPAG and Maths termly.		Regular 'warm writes' to assess progress in Writing.		Two summative data collection points annually for core subjects and one for foundation subjects.		
	<b>12. CURRICULUM COVERAGE</b> Themes are built upon year upon year through development of a key knowledge and vocabulary base from F2 upwards. Delivery of subjects can be discrete, thematic, linked or both, dependent on content coverage.	Maths	PE	MFL	Music	Science	Geography	History	Art	DT	PSHE	English	Computing
Taught and planned discretely					Concept driven curriculum – planned together and linked to philosophical concepts. Taught through a variety of areas based on the project focus.			Planned for and taught discretely, or as part of the concept driven curriculum as best meets the needs of the learners and the theme.					

<b>IMPACT</b>	<b>13. OUR CURRICULUM OUTCOMES</b>  <b>Our curriculum demonstrates aspiration and ambition for all learners, irrespective of background and starting point. We aim to produce the following impact through our curriculum offer.</b>	<b>Standards</b> <i>Children attain in line with, or better than, national expectations. They make progress in line with national standards. They are given opportunities to achieve the greater depth standard through well-planned learning opportunities. Knowledge and cultural capital selected as part of our curriculum offer support children to achieve well and prepare them for their future lives.</i>	<b>Ethos and Values</b> <i>All members of the school community represent our school values in their everyday life. This may be in the classroom, out of the classroom and in the wider community. Our values are celebrated and focussed on weekly to show the importance of our school values.</i>	<b>Development of Concepts</b> <i>Through underpinning our learning with philosophical concepts, children gain more awareness of the purpose of their learning and appreciate how today's world is impacted on by our actions, feelings and ideas.</i>
		<b>Evaluation of Impact</b>  We review and evaluate our effectiveness regularly. Curriculum Team Leaders have a key role in monitoring each subject area, reporting to SLT and governors. The SLT oversees this through the school's monitoring and evaluation schedule. The Headteacher meets with JMAT's CEO and leadership team regularly to review progress against standards and projected outcomes and the governing body receive updates on curriculum matters at every meeting.		