

Whybridge Junior School Curriculum Intent Statement

What is our curriculum trying to achieve? At Whybridge our curriculum has 5 key intentions:

Aspiration

We want our curriculum to open children's eyes to some of the cultural and academic legacies of the global community. Our curriculum must allow children to compete and achieve at the highest level, and achieve equality of opportunities. To achieve this, our curriculum places a strong emphasis on ensuring that pupils are confidently literate and numerate, as these skills underpin all learning. Our children are offered opportunities to aspire to a variety of roles in school- Prefects, Head boy and girl, School Council representatives, and being school representatives in sporting events and many more. Our personal qualities of perseverance and determination supports this.

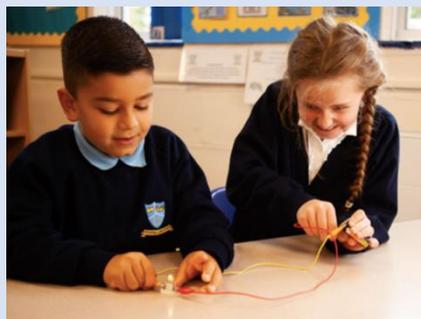


Secondary school ready

At its heart, our curriculum aims to develop children who are confident to start the next stage of their educational journey. Confident in themselves as individuals, and in their abilities as resilient learners. Knowledgeable and interested in the world around them, and able to question the things that they see. Our personal qualities of initiative, punctuality and courage support this.

A breadth of knowledge and skills

We want our curriculum to enable children to be well-rounded, in that they will be exposed to a curriculum that has breadth and depth, and can make links and connections with the world around them. Children are constantly working to develop their understanding, skills and knowledge. We have a shared acknowledgement that being able to fail is vital to children's success in later life; hence, a growth mind-set is modelled to children. Our personal qualities of organisation and reliability support this.



Language rich with a love of reading

We aim to foster in all our children an intrinsic love of learning. An enriched vocabulary enables a better understanding of concepts and ideas and we facilitate access to knowledge beyond our pupils' ordinary daily experiences. We do this by expanding their cultural capital and the breadth of their vocabulary. Our personal qualities of sensitivity, team work and initiative support this.



Making a positive contribution

Staff model positive relationships, patience, kindness, and conflict management. When children celebrate Harvest, they also learn about the importance of the local foodbank to which we donate. Our personal qualities are also emphasised and utilised in our behaviour system that praises positive choices. Children's health and wellbeing are also central to our wider curriculum. We are proud to take part in multiple Havering sporting competitions and tournaments. Children are proud to represent Whybridge, love being able to take part in these events, and are taught how to compete in good spirit. This combined with a mindful approach to PSHEC means our children are supported to be strong, both physically and emotionally. We want each of our children to feel like a member of the Whybridge family. All of the adults in school know the children really well, meaning we can adapt our provision to meet their specific needs. Our personal qualities of politeness, sensitivity, honesty and team work support this.



Curriculum Impact How do we ensure that children are learning the curriculum?

At Whybridge Junior School we track attainment and progress to ensure that all pupils, including vulnerable groups, make at least good progress.

We use a balance of formative and summative assessment to review progress and to continually inform teaching and learning. Gap analysis informs how teaching needs to be adapted and where sequencing of lessons needs to be modified to meet pupil need.