

Windmill Primary School Curriculum Rationale

Vision Summary	At Windmill the curriculum that the children experience will be broad, creative and rich in opportunities for all. The children will learn and achieve through interactive teaching that challenges them in their thinking so that they become critical thinkers, resilient learners and well rounded confident individuals. Our fundamental values and neuroscience lie at the heart of our curriculum. We will celebrate diversity and inclusion in all that we do.					
Curriculum values	Creativity We want our children to be creative thinkers who are confident to think “out of the box” and take risks. Teaching is creative and rich in opportunities for learning through cross curricular links.. There is a strong emphasis on the arts. Where possible skills and knowledge are applied in real life scenarios	Community We aim for our strong values culture to support children in becoming responsible citizens in our diverse community. We are committed to actively reducing our carbon footprint through working with the local community to address climate change. The school actively reaches out to local organisations to extend learning opportunities for the children and to enrich the curriculum..	Challenge High expectations are at the heart of the curriculum. It is essential that all children are regularly challenged through their learning opportunities. Our strong emphasis on neuroscience ensures that all children know how their brain learns so that they understand the importance of making mistakes in the learning process. All children will be challenged through applying their skills and knowledge in a range of contexts.			
Teaching Intentions	An Inclusive Culture Diversity and inclusion are celebrated and we have a strapline of “We All Belong Here” which is lived out throughout the school. The uniqueness of every child is recognised and	Evidence Informed Practice Our teaching will be rooted in good practice which is informed by current research. Teachers are expected to be open to change and to be regularly reflecting on the effectiveness of their teaching on	Reflection and Feedback All children are encouraged to constantly reflect on their learning against shared learning intentions. Children are expected to take some personal responsibility for ensuring that they do their best.	Personal best All pupils are expected to do their best in all areas of school life and to set themselves personal challenges for improvement. This includes building positive relationships, living out our school	Exceptional Standards Staff and children are all expected to model high standards in learning and personal behaviour to ensure that high standards are the norm.	Healthy Minds and Bodies. There is a strong emphasis on both physical and mental wellbeing for all of the school community, Children are encouraged to take part in a range of sporting activities, to understand the importance of healthy eating and to

	valued.	individual children.		values as well as within their learning.		know how the brain responds to stress including knowing how to manage these feelings.
Organisation	<p>The National Curriculum is organised into a series of topics that the children will have as a focus for a half term or full term depending on the age of the children and the knowledge and skills to be taught within that topic .These topics usually relate to the history and geography schemes of work with art, design technology, music and computing integrated within them. Neuroscience has shown this integrated approach is particularly effective in helping children learn and retain information. Reading, writing and science are taught within these topics where appropriate, whereas mathematics, PE, RE and Languages are taught as discrete subjects.</p> <p>Where possible first hand experiences, active learning, visits and visitors, real life dilemmas and role play will be used to support and energise learning. Progression of skills and knowledge for each subject are mapped into whole school planning documents. Planning for each topic identifies where in the school this learning is delivered.(see topic plans for each year group).</p>					
Impact	<p>Progress and Mastery Progress from each child's starting point is carefully tracked so that children make great progress in all areas; socially, emotionally, physically, creatively and academically.</p>	<p>Transition Windmill children will transition to the next stage of their learning as seamlessly as possible. They will have the self-confidence, skills and knowledge to become lifelong learners.</p>	<p>Communication The children will be articulate and confident speakers. They will be able to communicate appropriately through the written word using a rich and varied vocabulary as well as through the spoken word.</p>	<p>Character Windmill children will be resilient learners and know that if they make the effort and practise, they can do and be anything that they want to be.They will be keen to rise to any challenge that stands in their way.</p>	<p>Awareness of Self The children will have a self confidence which helps them to be proud to be who they are. They will model our school values and know that they can use these to be good citizens of the future.</p>	<p>Awareness of Others The children will be respectful of others and the differences that we all have. They will be thoughtful and kind and will all have had the opportunity to improve the lives of those less fortunate than ourselves.</p>
Evaluation	<p>Different forms of assessment create regular opportunities for the school to evaluate the effectiveness of teaching and learning and the curriculum on the progress and attainment on individuals.</p>					
	Regular summative assessments ensure that attainment and progress of		On-going formative assessments across all subjects throughout the day		Regular quantitative assessment of individuals is provided through	

	individuals can be tracked throughout a child's time in the school.	ensure that children know their next steps and how to continue to continuously improve their skills and knowledge.	observations, discussion and feedback from others.