



Westende

Junior School

Curriculum Commitment

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Our curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated and enthusiastic in all they do.

Our role is to introduce our pupils to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Our **CULTURE** is based upon offering equitable challenge to all so that they strive for academic, creative, emotional, sporting and personal accomplishment within a broad, vibrant and enriched curriculum. Our vision is for all pupils is to leave Westende Junior School as life-long learners with the knowledge, concepts, skills and attitudes that make them ready for being responsible citizens of the 21st century.

We hope that our values of being **RESPECTFUL**, **HAPPY** and **RESILIENT** will enable pupils to develop a personal ethic and a moral attitude that will positively affect behaviour. Our aim is to equip them with the skills needed for successful lives both now and in the future and contribute positively to society.

We firmly believe that **CHARACTER** attributes are vital to future success and by promoting mental wellbeing, growth mindset and oracy education, our pupils take ownership of and responsibility for their learning and are confident; curious, communicate well, capable of doing new things and are not frightened to make mistakes.

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Curriculum Vision

At Westende we aim to provide the highest quality of education for all our children, in an environment that is challenging, inclusive, nurturing and inspiring and where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative curriculum.

Our children experience a range of learning experiences which means they are independent and active learners. They are equipped with the confidence to question while being taught to be respectful of different cultures and beliefs. They learn how to be safe through a variety of different learning experiences. We encourage our children to be global citizens, they learn how to respect the environment that they live in and look towards the future in order to protect it. We make sure our children embrace challenge with a positive mind set, they are taught to be curious, resilient and to persevere.

Our curriculum is enhanced through many different experiences such as:

- Our partnership with the Voice 21 to promote an oracy rich learning environment
- Inter-house competitions to celebrate talent in art, poetry recital, sport and music
- Our commitment to ensuring children have a positive growth mind-set from the time they join us
- Our desire to make children active and independent learners and to take responsibility for their school by taking on monitor and school council roles
- Our dedication to the wider community to ensure our children are thoughtful citizens who can interact with a range of people
- Hands on learning
- School trips and visitors to the school
- Using the outside environment
- A variety of extra-curricular clubs

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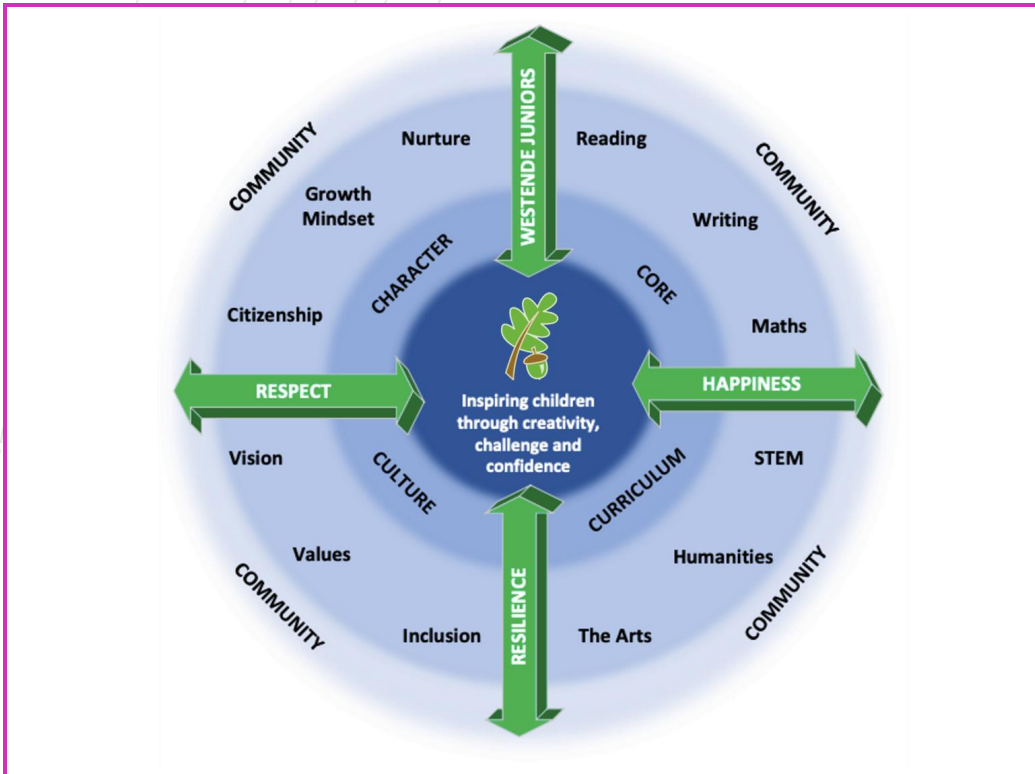
At Westende Junior School we firmly believe that it is our duty to offer a holistic approach to the education we deliver, and we do this by driving five key competencies across the school: **CORE; CURRICULUM; CULTURE; CHARACTER** and **COMMUNITY**.

We take pride in developing outstanding teaching and learning by holding the highest expectations for all our pupils and knowing the pupils well so that every child can access and experience success in both the **CORE** and foundation **CURRICULUM**. Our aim is to create an inclusive environment where barriers to learning are overcome via strategies, targeted interventions or additional support giving full access to the curriculum for all. Our pupils' success will be recognised through increased independence and confidence in the classroom as well as being equipped for adulthood and the wider world.

The curriculum is ambitious, progressive and equitable; however, it is not at the expense of a full curriculum and not solely focused on end of Key Stage results.

We foster independent learning and our carefully planned curriculum opens the doors on all sorts of opportunities, resulting in children who are highly-motivated, creative and enthusiastic in all that they do. Through real-life and connected learning in the classroom and outdoors, our children gain knowledge and become effective problem solvers.

We believe that magic happens at the intersection of knowledge and skills. Our pupils will need the essential knowledge and be able to apply this in order to be successful, educated citizens of the future.



Curriculum Compass



- Our Curriculum Compass portrays the expectation when planning and implementing a unit of work and should ensure that all children engage in exciting and meaningful activities which will help deepen their understanding of concepts being introduced and revisited.

Curriculum Pedagogy

A Common Language for Teaching

The EEF suggest a 'Five-a-Day' approach as a starting point for classroom teaching of all pupils. These five specific principles, as detailed here, are particularly well evidenced to have a positive impact on the teaching outcomes of all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.

