

**INTENT: To provide an experience and language rich education empowering children to become successful learners for life.**

<p><b>WDPS English</b></p> <p>The WDPS bespoke English curriculum connects reading with GPS and writing. Our WDPS english cycle is based on best-practice from across Newham schools. It both teaches genres and follows varied stimuli to allow for flexibility in meeting class' needs and interests. Reading skills are developed through Reciprocal Reading and teaching of reading skills in English Lessons.</p> <p>Impact: Children are engaged and reading attainment outcomes have improved for the past 3 years.</p>	<p><b>Discover Journals</b></p> <p>Our experience-rich curriculum is captured in whole-class learning 'albums'. Teachers plan activities to meet objectives in creative and varied ways, to ensure understanding and knowledge retention; lessons are high-quality learning experiences which meet objectives and develop important learning skills.</p> <p>Impact: Children are engaged and knowledge is retained well.</p> <p>0% parents said ≠ lessons interesting and enjoyable</p>	<p><b>Maths - No Problem!</b></p> <p>We follow these DfE endorsed mastery textbooks as the approach they require fits well with our ethos of inclusion and exploration. This research-based approach also emphasises problem solving and utilises pupils' core competencies to develop a relational understanding of mathematical concepts.</p> <p>Impact: High levels of involvement and good attainment outcomes (above national in 2019).</p>
<p><b>Vocabulary</b></p> <p>Specific and explicit teaching of carefully chosen vocabulary both from shared books and texts as well as topic lesson to broaden and enrich children's vocabulary.</p> <p>Impact: Children's vocabulary increases leading to greater understanding (comprehension) of texts and improved writing outcomes.</p>	 <p><b>CURRICULUM</b></p> <p><b>Safe, Happy, Challenged, Memories Made</b></p>	<p><b>Experiences</b></p> <p>The WDPS curriculum is based on rich and varied experiences, including a range of visits and visitors. Visits and visitors are quality assured and evaluated termly for effectiveness and impact.</p> <p>Impact: Our curriculum increases the number of experiences the children and increases their cultural capital.</p>
<p><b>Progression</b></p> <p>Curriculum content is carefully planned to provide progression in knowledge, skills and understanding across the year and years and this is reflected in the evidence in the Discover Journals and children's books. Each subject builds on common core concepts or skills in 'strands'. Subject leaders monitor progression as part of their role.</p> <p>Impact: internal monitoring and feedback from external parties demonstrate progression is appropriate.</p>	<p><b>WDPS Questioning Curriculum</b></p> <p>The WDPS offer is structured around key questions which underpin topics in each term. Our own programme of education comprises the national curriculum as well as PSHE and other learning opportunities appropriate to the needs of our community. This whole school ethos also promotes questioning as an effective learning characteristic - a theme running through all aspects of our provision.</p> <p>Impact: children learn to ask lots of questions and understand that questioning is a key aspect of learning</p>	<p><b>Challenge &amp; Support</b></p> <p>Rather than 'differentiation', teachers meet children's needs by ensuring the appropriate degree of challenge. Individuals are supported in lessons with a range of strategies, including using additional adults. Phase teachers, class teachers and teaching assistants are used to target additional intervention as agreed 'in phase'. Pre and post teaching intervention is used.</p> <p>Impact: A high proportion of children, including those with SEND, make their expected progress during their time at WDPS.</p>
<p><b>Assessment</b></p> <p>Teachers use key statutory documents to inform summative assessments. Formative assessments are captured daily on Learning Reflections sheets</p> <p>Impact: planning is responsive to need, intervention and challenge is swift and appropriate</p>	<p><b>.Specialist Teachers</b></p> <p>We employ specialist teachers in Dance, Gymnastics and Music</p> <p>Impact: Outcomes in these areas as high and teachers' CPD is supported by observing in these lessons</p>	<p><b>School to School Collaboration</b></p> <p>WDPS work with schools in our Local network (NNLP) to share best practice across the partnership</p> <p>Impact: Subject leaders are supported in leading their subject, teachers' practice is developed.</p>
<p><b>Writing Across the Curriculum</b></p> <p>Guidance is provided to ensure a minimum amount of writing for each subject area is completed</p> <p>Impact: Children have opportunities to write independently and demonstrate the knowledge, skills and understanding they have acquired in the non-core subjects.</p> <p><b>Also see: Individual Subject On a Page &amp; SMSC On a Page</b></p>	<p><b>EYFS</b></p> <p>The seven aspects of the EYFS curriculum are taught through adult-led and child-initiated activities and purposeful play, with an emphasis on recognising each child's interests and needs.</p> <p>Impact: Children make excellent progress in their learning and personal development, and gain knowledge and characteristics which support them in the next stage of their education</p> <p>Also see EYFS on a page</p>	<p><b>Learning Power Approach</b></p> <p>We are developing the LPA to ensure the WDPS Learning Powers are integral to every aspect of school-life, for adults and children. Be Curious, Be Resilient, Be Enthusiastic, Be Collaborative, Be Reflective, Be Adventurous. Learning Powers are promoted in specific assemblies - Learning Power Heroes dine with the headteacher weekly. Learning Powers themes thread through lessons. Teachers pedagogy promotes them.</p> <p>Impact: Children regularly reflect on</p>

		<p>their learning in the context of the Learning Powers and are developing a greater understanding of how these characteristics can benefit them.</p>
<p><b>Safeguarding</b></p> <p>Safeguarding underpins every aspect of our curriculum, visits are carefully planned and risk assessed, curriculum activities are planned with the childrens safety and welfare in mind, safeguarding and health and safety are fixed items on the SLT meeting agenda.</p> <p>Impact: Our children are safe to learn effectively.</p>	<p><b>Personalised Progress Targets</b></p> <p>Some children with SEND, after careful assessment, are set Personalised Progress Targets, which represent their expected progress over a year. Some children also follow Personalised Learning Pathways (individual plans) which lay out their next steps for progress.</p> <p>Impact: This reinforces the expectation that all children will make progress and teachers are supported in making judgements about these children's progress and attainment</p>	<p><b>Curriculum Hub</b></p> <p>The Curriculum Hub outlines the aims for the curriculum and for each subject, the annual overview indicates to year groups the areas they should cover. The subject pages detail the core content to be covered within each area and set our End Point statements which teachers use to determine assessment outcomes.</p> <p>Impact: Continuity and cohesion across the curriculum.</p>
	<p><b>Blocking and Interleaving</b></p> <p>In most cases, subjects or topic 'areas' are taught in 'blocks' of 1 or 2 weeks. This is an approach selected to support the learning and vocabulary development for our many children with English as an additional language, as well as support the learning of children who arrive midphase. We believe the immersion in one subject area better supports the language and vocabulary development of the majority of our learners. However, sometimes subjects like PE, Computing and music are interleaved for resourcing or organisational purposes.</p> <p>Impact: Deep and thorough exposure to concepts and vocabulary allows retention of information and the integration of key vocabulary in children's vocabulary.</p>	