



Curriculum Statement

At Wild Bank Community School, we believe that "working together, we can achieve our best." This means that we have high expectations of achievement and attainment for all. To achieve our best we strive to deliver the best curriculum we can for all our pupils. We aim to provide our children with a curriculum which is broad, well balanced and above all inspires them to nurture a passion for learning. Through a positive, caring and nurturing environment, we provide the opportunity for every child to reach their full potential.

We are proud of our rich and varied curriculum, which enables children not only to excel in reading, writing, science and maths, but also develop their knowledge, skills and understanding in other subjects. We have identified aspects of the curriculum that are best revisited in different contexts and so providing opportunities for longitudinal learning, particularly in Geography when events around the world stimulate children's interests. In KS2, this may mean locating where a humanitarian crisis has taken place, whereas in KS1, locating the country in which our fruit- provided by the Free Fruit Scheme- has been grown is used an opportunity to extend learning. To ensure coverage, each class has been provided with a world map (in KS2 there are two maps, showing physical and political features) on permanent display in the classroom. Compass points are displayed and referred to where possible. The maps are working documents. Our aim is to engage our pupils, through their interest in 'human issues' while including the necessary 'physical' knowledge.

In History, we have a linked learning plan. History topics are studied in accordance with National Curriculum requirements, but with five themes running throughout. Our themes are Health and Hygiene, Government, Religion, Technology & Art and Morality. The themes are examined, so that the children can make comparisons between beliefs and behaviours in the different periods studied. For example, Roman public baths and sanitation were relatively sophisticated, yet during Elizabethan times, human excrement was thrown into the streets and the Queen had a monthly bath, whether she needed it or not!

History and Geography, along with Science, are used to 'lead' our different half termly topics. In KS1, we use 'exclamation stems' for the majority of our topic titles eg Maps: What a lovely place we live in! In KS2, we use question stems, such as "Would being a Roman drive you around the bend?" or "Were the Viking vicious villains or valiant warriors?" It is understood that these questions may only be answered in full at the end of the topic.

The National Curriculum gives purpose and provides us with an important benchmark. Within an integrated delivery of the National Curriculum, the school uses the core curriculum areas of English and mathematics, science and ICT as a basis for its broad, balanced, relevant and differentiated curriculum. This curriculum includes all the other subject areas of Design Technology, Art, PE, Music, History and Geography as well as PSHE and RE and in Key Stage 2 French and Spanish. Our half-termly topics are well constructed with knowledge and skills intertwined. Our teachers have organised each half-terms learning under a theme, with a particular subject "leading" this. Our approach is to maximise cross-curricular learning so that

our pupils see their learning to be relevant and meaningful so that they can put their learning in to context. To enable our children to make connections between and within subjects, whilst broadening their skills and knowledge simultaneously. Skill development may be physical or cognitive: skills matter and can't be separated from knowledge. Whilst the core subjects are taught on a regular basis the foundation subjects may sometimes be taught as blocks of work over a matter of weeks.

At Wild Bank, we aim to develop a broad understanding of, and respect for, people of all faiths, including those with alternative or no faith. We provide opportunities to develop relationships with local religious leaders and places of worship. We aim to enrich children's religious and spiritual experiences through well planned lessons, delivered in an interesting and varied way. Our scheme of work, 'RE Today', approaches the planning, teaching and development of knowledge and understanding of religious, spiritual and other beliefs, which helps to develop philosophical enquiry and. RE is often taught as a discrete subject. However, links are often made to Philosophy for Children (P4C) and other subjects.

Our pupils need opportunities to develop their subject-specific vocabulary and expand their vocabulary through a language rich curriculum with strong links to quality texts. Teacher's use of language provides an important model for children's vocabulary development. By exposing the children to the use of sophisticated words, we promote students vocabulary growth and word consciousness. This in turn inspires our children's engagement with reading and writing.

We seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom eg Forest School, Residential trips, theme days and workshops, a variety of sporting events, walks in and around the local area, visiting speakers and much more. We plan regular trips to the local area and beyond that are tightly linked to our curriculum. If children have never visited a castle or dug their toes into the sand on a beach, how can they write about these experiences? Hence we visit Formby Beach and Beeston Castle. We aim to provide our children with enriched activities and create lasting memories via real experiences. We offer a range of trips and visits to complement and enhance the learning in school.

The school aims to celebrate and encourage the achievements of each individual pupil. As the needs of the individual child are at the heart of everything that we do at Wild Bank, our differentiation is rigorous and flexible. Pupil voice is heard and celebrated and children are enabled to take responsibility for their own learning. If an individual needs or requests specific materials, they are sourced so that the young person can access them independently. Communication is key in this process and we involve pupils, parents, key workers, Support Assistants and Teachers to ensure that a child's profile is up to date and meeting their individual needs.

Regular assessment and testing of children's learning and understanding will take place through your child's school career. The teachers will use the information gathered from this testing to ensure there is an appropriate match of work to ability.

Our practice is inclusive: the needs of the individual are catered for as a high priority. We work hard on developing a whole school emotional literacy and a vocabulary that supports

this, so that children know that even though teaching is delivered in whole class, large group, small group and one to one, this is done for the best interest of the individual and everyone gets the opportunity to learn via the style that best suits them.

The school sets homework for the children, and we hope parents and carers will support us in helping their child by arranging a suitable time and place for home study, which is an important part of preparation for Secondary School in later years. To inspire, challenge and enthuse future learning opportunities, we set homework projects ahead of each half-term linked to the child's next class topic, this often acts as a hook to future learning.

We use ongoing assessment to check pupils' understanding. We use the information captured to identify gaps in pupils' knowledge, skills and depth of understanding, and also to inform future curriculum design. This is a reflective process, linking the needs of the children in our school. All staff are included in these curriculum decisions to ensure that Wild Bank has a shared vision. We encourage and promote pupil voice, enabling the children to shape their learning journeys. By putting our children at the heart of this thematic learning and enabling them to play a large part in planning what they would like to learn and how they would like to learn, we hope our children will take an active role in their learning and development.

We are enthusiastic about being curious, life-long learners at our school. We provide a broad, rich, relevant and meaningful curriculum which, as a team, we are very proud of. Children have a thirst for learning at Wild Bank and we are committed to nurturing young: writers, performers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons and computer users. Children are actively encouraged to follow their passions whilst becoming holistic learners, well-equipped to reach their full potential.

When children leave Wild Bank Community School at the end of Year 6, they should be equipped with the full range of skills that enables them to become lifelong learners. Through our unique approach of teaching and living out British Values, children are also equipped with the social skills and understanding to become good citizens in the future. We aim to enable all children to reach their potential and nurture them into good citizens, conscious of their responsibilities to each other, their family, society and the world of work.

We believe that the school/parent relationship is key to promoting learning beyond the school gates and crucial in ensuring children make the best possible progress. We pride ourselves on our open, friendly and approachable nature that encourages parents to be involved in their children's learning. Furthermore, we host regular evenings to inform parents about how they can support their child or even to allow them to work alongside their child, for example phonics, SATs, nurture principles, e-safety, parenting and cooking etc.

In addition to the school curriculum, we aim to provide a range of extra-curricular clubs and activities. (Karate, Street Dance, Cheerleading, Choir, sign language, Young Voices, arts and crafts, board games and various sports.) We also aim to participate in local activities and tournaments whenever the opportunity arises. Our music curriculum and provision is enhanced by our specialist music teacher in addition to taking part in the Wider Opportunities Music Programme. An annual residential visit is undertaken by Y6 pupils. The outdoor pursuits centre provides activities and experiences which cannot be provided on-site.