

Curriculum Design			
Mission Statement	Through our mission statement of 'Growing Together', we are committed to delivering a curriculum where children become confident ambitious and life-long learners. We aim to develop our children's skills and knowledge in an immersive environment which encourages curiosity, aspiration and a love of learning that will continue into adulthood.		
Intent Core Vision- Success for ALL children	Belonging Together	Aspiring Together	Achieving Together
	A curriculum that also ensures that our children feel valued, have a sense of belonging to and an appreciation of the school family.	A curriculum that inspires all of our children to have high aspirations , a burning desire to learn and to enable them to have experiences, which live with them for a lifetime.	A curriculum that ensures <i>all</i> children have the knowledge, skills and crucially, the attitude to achieve in all aspects of their lives.
Values	Achieve & Believe - every child can make progress and every child can achieve great things. We have high expectations of all children; we provide an immersive curriculum that is broad and varied and designed to meet the individual needs of every pupil. Achievement is limitless and valued at every level. We believe in ourselves and in the actions and abilities of others. Respect - if the community knows it is valued and they matter, the working relationships will be more productive. Trust - between the whole community, parents, staff, pupils, governors and outside agencies working together openly and transparently, valuing opinions and suggestions from all. Parents and families know that school is a support network for them as well as their children. The more we can help families the more settled and successful the child will be at school. Tolerance - respecting and appreciating the beliefs of others and the differences in people around us. Creativity - to improve our understanding of and relationship with the world around us; being willing to sometimes take risks and embrace independence. Resilience - to support children through their challenges to maximize potential; the ability to persevere when learning is hard, solve problems and ask questions, encouraging healthy behaviours for life.		
Curriculum Implementation	Our curriculum at Wragby is divided into three immersive topics per year (Autumn, Spring and Summer Term) apart from EYFS where there are six topics used to lead the learning. Our immersive topics are varied and are subjects that our children and staff are passionate about and enthused by. These topics have been planned with the children's needs in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning. The curriculum design allows the children to connect past, present and future in their learning and to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and embed knowledge to enter the long-term memory – making it stick! Topics are planned to ensure curriculum coherence and they motivate the children to seek patterns across subjects. Where links cannot be made, the subject is taught discretely. As part of our planning, we ensure regular recaps of subject content and opportunities to deepen the children's understanding of their learning. Each term begins with an overarching entry point to 'grip' the children and assess the prior learning. At the heart of our curriculum is the use of storytelling and shared reading to promote understanding. From Y2 to Y6 we have a class set of books for each topic so that children are challenged with high-level reading material following their teacher as they model reading using 'book talk'... 'Cognitive psychology has shown that the mind best understands facts when they are woven into a conceptual fabric, such as a narrative.' Stephen Pinker Professor of Psychology, Harvard University We use exit points at the end of each topic to showcase the learning, meaning we have a 'real life' purpose for our learning. Where possible parents are invited to exit point days to celebrate their child's learning.		

	OUR AIMS: • To encourage all learners to pursue their highest academic and personal potential to become confident, ambitious and lifelong learners. • To value and encourage partnerships with both parents and the local community. • To ensure equal opportunity for all developing openness, trust and respect enabling people to be committed and enthusiastic. • To develop positive self-esteem and mental health; valuing the strengths that each child has, placing equal importance not only on academic achievement but also on the development of social, spiritual and emotional skills. • To bring learning alive maximizing every child's potential with inspiring teachers bringing an exciting and varied curriculum, which meets the needs of the 21st century. • To continually raise standards to ensure all children reach their full potential. In a school with a secure, caring and supportive environment that promotes healthy lifestyles, where children feel safe and happy. Our curriculum is designed in such a way that the content is relevant to the lives of our learners, ensuring that outcomes are authentic and have an impact on the real world. Through our topic approach we ensure that each lesson maximises both learning and our vision and values. Lessons are designed to develop children's mastery of a subject. This can be through small steps or through the development of an enquiry in a lesson. Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. Misconceptions are planned for. We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations. All staff and children use a reflective approach to each lesson to evaluate learning and to plan next steps, edit and improve their work. We follow an authoritative teaching style, which ensures that no child ends the school day with a misconception. Staff are dedicated to supporting individual children to overcome barriers to learning, including support for social, emotional and/or academic barriers. We provide learners with the necessary tools and environments to enable them, where possible, to be flexible, choosing how, where and with whom they work. We see ourselves as learners and the development of our learning and our parents understanding of the curriculum is crucial to all of the key points above. We place huge importance on research and on developing new pedagogies and tools to liberate learning from past conventions to connect learners in new and powerful ways.
Impact	At Wragby, we strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding age-related expectations. We intend that our children will be fully prepared for their next stage of education; ready to contribute positively to society as a whole. Our work on promoting social skills, including our values and well-being enables the children to become the very best version of themselves. Children's knowledge, understanding and progress across all subject areas as well as their desire and ability to learn will be measured by: •Information from book scrutiny •Lesson observations •Collaborative research projects •Use of Peer Review/ moderation and external advisors •Drop ins •Performance data