

Westcourt Primary and Nursery Curriculum

Westcourt	Strap Line	Learn		Aspire			Achieve	
	Vision	We, as a learning community, will provide inspirational experiences and opportunities creating aspirational learners who have the skills and motivation to fulfil their emotional, personal and academic potential - leading to happy, confident citizens.						
	Westcourt Way	Be Gentle	Be Honest	Work Hard	Look after property	Always Listen	Always Share	Always make the right choice!

Primary First Trust	Educational Strategy	Knowledge	Personal Development	Connectivity
	Values	Adventure	Creativity	Excellence

Curriculum Intention	Our teaching intentions	The purpose of learning is made explicit so that children understand the learning journey through...	Modeling	Questioning	Challenge for all	A cycle of assessment for learning	Moderation of assessment and judgements
	The curriculum is designed to ensure that all children develop a high level of language acquisition. In all subject areas, learning opportunities develop and expose children to ambitious vocabulary.						
	The school curriculum is planned to ensure that all children receive a wide range of educational experiences with real life experiences built in wherever possible.	Classroom environments inspire and motivate, supporting pupils in their learning.	Teachers monitor progress and learning, giving feedback to pupils.	Groupings in class are flexible and responsive to teaching	Strong professional relationships are created between all pupils and adults which ensures there is trust.	Professional relationships are built with parents and the community that influence learning at both school and home.	Teachers are given the opportunity to develop their professional practice

Implementation	The curriculum is driven through the Power of Reading texts. Links are made with other curriculum areas ensuring that all skills/objectives are covered during the year.	Communication and Language		Physical development		Personal, social and emotional development		Literacy		Mathematic		Understanding the World		Expressive arts and design	
		English	Mathematic	Science	History	Geography	Computing	Art	Design Technology	Religious Education	Modern Foreign Language	PSHE		Physical education	
		Educational visits, including residentials			Assemblies		Charity fundraising		Visitors, e.g. City Praise		After School clubs			Themed Days/weeks	
		Subjects are taught discretely if links cannot be made, for example RE.				The standards obtained in English and maths are applied to all foundation subjects.				Classes are all expected to go on at least one visit and have a person/experience into school during the year			All classes invite parents in for a session of learning at least once year.		

Learners	Westcourt learners are...	Resilient	Have a growth mindset	Effective contributors	Confident Individuals	Successful Learners	Responsible Citizens	Prepared for the next stage of education
Impact	High achievement of all pupils is at the heart of the curriculum whatever their starting point.	Standards All children are to make progress at least in line with national expectations from their starting point. Children are given opportunity to work at greater depth in all key stages.	Independent/Resilient learners Westcourt children are given the skills to know what to do when they are stuck in their learning They know the best learning happens when they make mistakes.		Language Rich Learners At all opportunities children are exposed to a language rich curriculum.			
Evaluation	We regularly review out curriculum by asking ourselves the following questions.	High Quality Outcomes Has the learning journey led to a purposeful outcome or product? Are the expectations high enough? Are the children challenged to think about and evaluate their learning? Is assessment purposeful and used to shape future learning?	Curriculum Content is Responsive and Relevant Do children experience enjoyment in their learning? Are the rich resources within the local community and environment being maximised? Do teachers respond to educational research? We evaluate through monitoring planning, pupil conferencing, evaluations and work scrutiny.	Challenge for all At point of learning, is the curriculum sufficiently challenging and appropriate for each child? Are there high expectations for all? Are there opportunities to develop a deeper understanding of the learning values?	Embedding Knowledge and Skills Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the school?			