

Our Curriculum

It is often said that our job is to prepare children for the next stage of their education. While this is true, we believe that our responsibilities need to be much broader in scope, and that above all else, we need to enable our youngsters to acquire the character, values and dispositions needed to thrive and survive in the 21st century. Our school vision statement makes the aims of our curriculum clear and in order to deliver it we take the broadest possible view of curriculum, seeing it as the totality of the child's experience when they are with us. This of course includes pursuing academic rigour and excellence through our maths and REAL curriculum, but it also means:

- ensuring that our work has a distinctive local focus to enable children to develop a sense of place and community
- developing a love for and understanding of the world around us through our homesteading curriculum and outdoor learning
- helping children to develop healthy, curious minds, and to be happy, confident and creative individuals through our whole school and bespoke Thrive programme
- active participation in the visual and performing arts and music
- getting involved in annual civic events and celebrations such as Lord Mayor's Celebration weekend, Remembrance day and Commonwealth Day
- weekly physical education and circus skills
- ensuring that we provide a strong voice for our young people across the school where their participation is expected and their contribution valued
- exploring the 'big ideas' including faiths from around the world, through our philosophy curriculum
- ensuring a relentless focus on reading through our new *we are* readers curriculum
- developing the skills of powerful oracy
- learning how to stay safe through our SRE programme, First Aid workshops, road safety courses, and internet safety through our values curriculum

Learning through REAL projects

At Wensum Junior School we are on a journey to transform learning into something genuinely engaging, authentic and purposeful for our children, staff

and families. Since September 2016, the core of our academic curriculum has seen our children learning through REAL projects. REAL projects is built around four core domains (science, arts, humanities, citizenship) which together provide a rich and relevant context for our children to engage with learning that is meaningful to them and of value to the world beyond the classroom. REAL stands for Rigorous, Engaging, Authentic Learning and it represents a very different vision of what teaching and learning could look like in school. Planned in collaboration with our expert partners to guarantee real-world rigour and authenticity, all of our REAL projects:

- are 'locally sourced' ensuring that the work we do is meaningful and leaves a powerful community legacy. From September 2020 we will be aligning core elements of our work with the priorities from the Norwich 2040 city vision to deepen our connection and contribution to the local community
- are co-constructed with our children to ensure that their questions, ideas and perspectives about the big themes emerging from the project are addressed in the project
- provide regular opportunities for collective deliberation to build shared understanding, identify solutions, and agree new ways forward through the work
- are built around significant academic content taken from the primary subject domain (e.g. science) with natural and relevant links (content connections) made to other curriculum areas exploited to enrich and deepen learning
- fully integrate relevant and purposeful reading, writing, speaking and listening, with an emphasis on developing powerful oracy skills
- identify opportunities to explore the philosophical themes emerging from the content
- ensure a commitment to multiple drafting and critique
- contain rich first hand experiences to deepen engagement, understanding and enjoyment, and provide opportunities for our children to work alongside local experts
- deliver student-crafted final outcomes that reflect authentic 'thinking and doing' (e.g. working as scientists)
- end with a termly public exhibition, showcase or performance where every child is represented
- deliver a community legacy

REAL curriculum 2020 – 2024

Year	REAL projects				
2020 - 2021	We are Wensum	We are scientists	We are citizens	We are artists	We are historians
2021 - 2022	We are citizens	We are scientists	We are designers	We are geographers	
2022 - 2023	We are citizens	We are scientists	We are artists	We are historians	
2023 - 2024	We are citizens	We are scientists	We are designers	We are geographers	

Maths

Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. - National Curriculum

At Wensum we ensure that all children can:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including

breaking down problems into a series of simpler steps and persevering in seeking solutions

We follow the White Rose scheme of work alongside other resources such as NRich and NCETM tools to allow children to develop their mathematics and move towards mastery.

Deeper instruction

Underpinning all our work are Expeditionary Learning's three principles of deeper instruction:

Engagement

- Learning is active
- Learning results from pursuing worthy questions
- Learning is purposeful

Challenge

- Learning is courageous; it embraces a process of risk taking, growth, and revision
- Learning is planned to meet *and then exceed* standards
- Learning is cognitively rigorous

Empowerment

- Learning fosters responsibility
- Learning is self and peer-assessed
- Learning inspires students to create work of a high quality

Formative assessment

Marking and feedback

Pick up a REAL or maths book and you can see that they are valued, loved. The books demonstrate a genuinely symbiotic relationship between the child and the teacher with an ongoing learning dialogue between both parties in pursuit of great learning. They capture the essence of powerful and purposeful learning. Marking is light touch, but the teacher is clearly attentive and

perceptive, challenging misconceptions, picking up errors and extending thinking. Teachers are also expert at verbal *in the moment* feedback providing all children with specific next steps to move their work forward that can be acted upon immediately for biggest impact on learning.

Respond and reflect

Children regularly *green pen edit* their work in response to feedback. This *green pen work* will take many forms from correcting technical mistakes, responding to provocations and clarifications sought by the teacher, through to more substantial redrafting. Children do this because they understand the value and importance of doing so in moving their learning forward.

Summative assessment

Teachers formally assess work termly recording attainment against subject NAP statements on Pupil Asset. NAP (Norfolk Assessment Pathway) is a system for recording attainment and tracking progress for English and maths from Reception through to Ks3. In REAL we assess a child's ability to use the skills associated with the project domain as well as the content. For example, in *We are scientists* in Year 3 we record the extent to which children can *work scientifically* as well as the content associated with the human body.

Remote and blended learning

We use Seesaw for Schools as our platform for delivering remote and blended learning. Launched across our two schools in March 2020, this powerful, easy to use platform ensures that children can continue with their learning whether they are in school or at home. Families register with the platform so that they can play an active part in their child's learning. They receive updates and announcements, and can access their child's online portfolio.

What a Wensum week looks like

To illustrate what a week at Wensum looks like below you can see the Year 3 timetable for 2020 – 2021. We call it our 4 day / 1 day curriculum. The 1 day is the homesteading day that also includes the teacher's planning session during which time the children have PE and Forest Schools. The remaining 4 days are dedicated to maths and REAL.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 9	Year team planning (PPA)	Morning registration	Morning registration	Morning registration	Morning registration
9 - 10.15	PE / Forest Schools	We are mathematicians / We are readers & writers	We are mathematicians / We are readers & writers	We are mathematicians / We are readers & writers	Celebration Assembly
					We are mathematicians / We are readers & writers (9.30 - 10.45) Pupil Forum
10.15 - 10.30		Morning break	Morning break	Morning break	
10.30- 11.45	Music / class meetings	We are mathematicians / We are readers & writers	We are mathematicians / We are readers & writers	We are mathematicians / We are readers & writers	Morning break (10.45 - 11.00)
11.45 - 12.15		Thrive	Thrive	Thrive	We are mathematicians / We are readers & writers (11.00 - 12.15)
12.15 - 1.15	Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
1.15 - 3	Homesteading	REAL	REAL	REAL	REAL
3 - 3.15	Dismiss	Dismiss	Dismiss	Dismiss	Dismiss