

WPAT CURRICULUM 2023/2024

Our guiding principle is to deliver a first class education through partnership, innovation, school improvement and accountability

Progressive knowledge curriculum

Intent

Implementation

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| Core values | Children First We have high expectations for every child. Everything we do as an organisation is in the interest of children first and foremost | | Resilience We are unrelenting in our pursuit of excellence whether it is for educational outcomes or for the business function of the MAT | | Pioneering We are passionate about learning about practice that will improve our children's lives and their outcomes | | | | | | | |
| | Curriculum Aims | To develop the character of a child through well chosen experiences | To prepare them for life with skills/ knowledge that equips them to be successful in their life | To have an understanding of their personal, local, national and global responsibility | To ignite a passion that sustains and inspires them to live their lives to the full | | | | | | | |
| | Evidence informed pedagogy | Interleaving Spaced learning & Retrieval | Vocabulary | Knowledge progression model | Meta cognition | Growth mindset | | | | | | |
| | Personal Development | SMSC: | Spiritual | Moral | Social | Cultural | | | | | | |
| Promoting British Values: | | Democracy | Rule of law | Individual liberty | Mutual respect Tolerance | | | | | | | |
| Critical skills: | | Problem solving | Communication | Perseverance | Critical Thinking | Organisation | | | | | | |
| EYFS overarching principles | Unique child | Positive relationships | Enabling environments | Children develop/ learn in different ways and at different rates | | | | | | | | |
| EYFS Framework | Prime areas | | | Specific areas | | | | | | | | |
| | Communication and Language | Physical development | Personal, Social and Emotional Development | Literacy | Maths | Understanding the world | Expressive Arts and Design | | | | | |
| National curriculum | RE | English | Maths | Computing | Art & Design | D & T | Geography | History | MFL | Music | PE | Science |
| | Personal, Social, Health and Economic Education (PSHE) | | | | | | | | | | | |

DEFINITIONS

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| <p>Evidence informed pedagogy</p> | <p>Interleaving</p> <p>Implementing a schedule of practice that mixes different kinds of problems, or a schedule of study that mixes different kinds of materials, within a single study session</p> <p>Spaced learning</p> <p>Series of short intense training sessions separated by short intervals in which learners do a completely different activity.</p> | <p>Vocabulary</p> <p>Knowledge and abilities involved in knowing a word, with generalisation being the ability to define a word application the ability to select or recognise situations appropriate to a word; breadth the knowledge of multiple meanings; precision the ability to apply a term correctly to all situations and to recognise inappropriate use; and availability the actual use of a word in thinking and discourse.</p> <p><i>Ref: Impact Issue 3, pg 6. Cronbach 1942</i></p> | <p>Retrieval</p> <p>Regular, efficient recall of knowledge</p> <p>Knowledge progression model</p> <p>Rich web of knowledge with thoughtfully designed assessment practise</p> | <p>Meta-cognition</p> <p>The awareness individuals have of their own knowledge, their strengths and areas to develop, and their beliefs about themselves as learners</p> | <p>Growth mindset</p> <p>Belief that intelligence can be developed and you can get smarter through hard work and the use of efficient strategies and help from others</p> |
| <p>SMSC</p> | <p>Spiritual</p> <p>Exploring beliefs and experience; respecting faiths, feelings and values; enjoying learning about oneself, others and the surrounding world; using imagination and creativity; reflect</p> | <p>Moral</p> <p>Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> | <p>Social</p> <p>Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> | <p>Cultural</p> <p>Appreciating cultural influences; appreciating the role of Britain's parliamentary system; participating in culture opportunities; understand, accept, respect and celebrate diversity.</p> | |
| <p>Promoting British Values</p> | <p>Democracy</p> <p>A culture built upon freedom and equality where everyone is aware of their rights and responsibilities</p> | <p>Rule of law</p> <p>The need for rules to make a happy, safe environment to live and work</p> | <p>Individual liberty</p> <p>Protection of your rights and the right of others</p> | <p>Mutual respect and tolerance</p> <p>Understanding that we don't all share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own on others</p> | |
| <p>Critical skills</p> | <p>Problem solving</p> <p>The process of finding solutions to difficult or complex issues</p> | <p>Communication</p> <p>Process of conveying information, thoughts or feelings through words, sounds, signs, and behaviour, but also to create or share meaning</p> | <p>Perseverance</p> <p>Quality of continuing with something even though it is difficult</p> | <p>Critical Thinking</p> <p>To reason, it is the ability to think clearly and rationally, understanding the connection between ideas.</p> | <p>Organisation</p> <p>Process of planning, arranging or managing</p> |