

Curriculum Statement Writing

“Children at the heart. Transforming futures at the core.”
 “Writing is the most fun you can have by yourself.” - Terry Pratchett

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. • Support curriculum leaders and teachers in selection of appropriate schemes/materials if applicable to ensure effective teaching. 	<p>Our typical teaching sequence will be:</p> <ul style="list-style-type: none"> • Big Picture – what are we working towards, why, and how this fits in with our learning • Reading phase: <ul style="list-style-type: none"> ○ Analyse text/WAGOLL ○ Identify features, vocabulary and skills ○ Collate ideas and inspiration ○ Make judgements about effectiveness • Toolkit phase: <ul style="list-style-type: none"> ○ Focus on writing and editing skills ○ Learn, practice and apply specific skills ○ Evaluate, edit, improve • Writing phase: <ul style="list-style-type: none"> ○ Combine skills for purpose ○ Draft, edit, improve, refine ○ Evaluate 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed ability to use phonic knowledge at their stage of development and apply in their writing. • A secure understanding of prefixes and suffixes seen within final pieces of writing. • A progression of understanding, more technical vocabulary which enables learning. • Confidence in applying spelling rules in all writing.
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of skills is in place which supports pupils in knowing more and remembering more vocabulary, grammatical knowledge and skills which develops them as writers. • Ensure an appropriate progression of writing skills and knowledge is in place over time so that pupils are supported to be the best writers they can be, and challenge teachers to support struggling writers as well as extend more competent ones. • Provide regular training for all staff which addresses elements for development identified through rigorous monitoring. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Have developed learning walls which include appropriate materials to both scaffold and extend learning, including carefully designed WAGOLLs which raise expectation and challenge pupils. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. • Deploy appropriately challenging selections of texts, both non-fiction and fiction, accessible throughout learning to both scaffold and extend learning as needed. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • High expectations and quality of work shown. • Clear differentiation of support ensuring every child’s specific needs are targeted and addressed. • That pupils, over time, evidence they have embedded and subsequently built on skills in order to continue to develop as a reader.
<p>The class teacher, and other staff responsible for</p>	<p>Our children will be:</p>	<p>The curriculum leader will:</p>

<p>delivery of the programme, will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Plan learning structures carefully to ensure they meet the needs of all pupils in their groups. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials. • Attend all relevant training to ensure that they continually strive to deliver the very best writing teaching. 	<ul style="list-style-type: none"> • Engaged because they are challenged by the curriculum which they are provided with. • Resilient learners who overcome barriers and understand their own strengths and areas for development. • Able to critique their own work as a writer because they know how to be successful. • Safe and happy in writing lessons which give them opportunities to explore their own style, skills and experiences. • Encouraged and nurtured to overcome any barriers to their learning or self-confidence because feedback is positive and focuses on skills and knowledge. • Develop writing skills and confidence over time because of careful planning, focused delivery and time to practice and hone skills. 	<ul style="list-style-type: none"> • Celebrate the successes of pupils through planned displays and on the spot recognition. • Collate appropriate evidence over time which evidences that pupils know more and remember more. • Monitor the standards in the subject to ensure the outcomes are at expected levels. • Ensure assessment is completed fairly, accurately and in a timely fashion to ensure that all pupils continue to be challenged and supported as they need. • Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.
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