



School Intent Statement

1. Overview of the school:

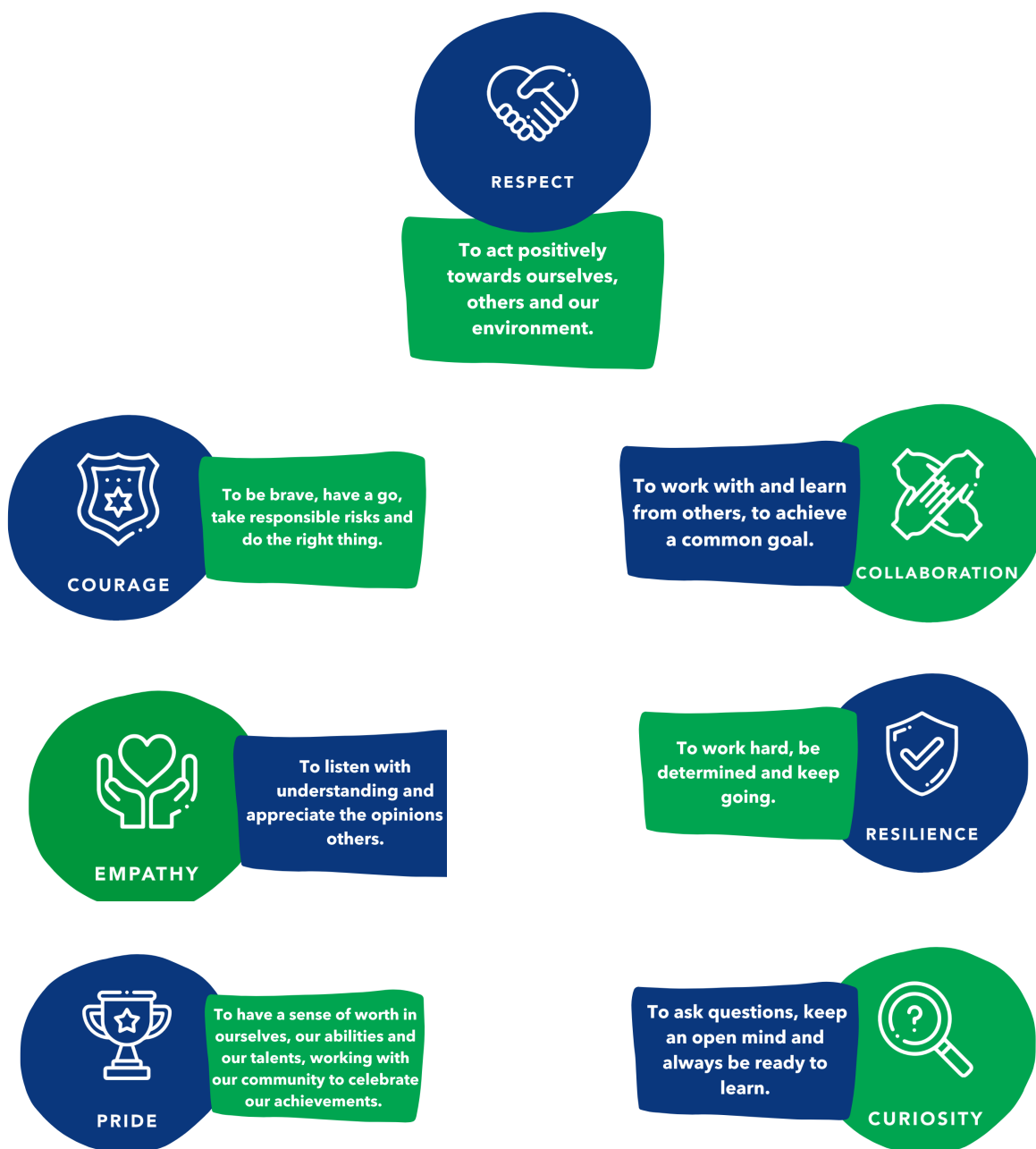
Welcome to Wentworth Primary School Academy, where we aim for all children to be “**Achieving Happily**” and have a positive primary experience. Our carefully planned curriculum allows us to nurture and develop the whole child, in order to enhance children’s life opportunities and become lifelong learners.

We are a large (3 form entry) , friendly, inclusive school serving both West Dartford in Kent and East Crayford in the London Borough of Bexley. We enjoy extensive grounds, which also includes a Forest School, a range of facilities to support children’s learning and provide enriching experiences across the curriculum and have a wide range of extra curricular activities which enables our children to become a successful Wentworth Pupil.

2. Overall Intent:

Our values

A value is a positive characteristic that guides or motivates our attitudes and actions; they help us to determine what is important to us. Our values at Wentworth aid our decision making to ensure we have children at the heart of everything we do. We have six values, with RESPECT being an overarching value running through the school. We define each of the values as follows:



Our vision - Achieving Happily

We aim to create lifelong learners and our focus is to ensure that all children make excellent progress from their starting points and have a positive primary school experience. We have high aspirations for all our pupils and provide opportunities for them irrespective of their background or needs.



Enrichment

Our extended curriculum provides memorable learning experiences to broaden every child's knowledge and understanding of the world.

Nurture and safety

The safety of all our children is paramount. We nurture the development of the whole child in order to enhance their life opportunities. We are committed to ensuring every child's pastoral needs are met, and that their wellbeing is prioritised.

Reflective thinking

We equip every child with the ability to think critically, creatively and reflectively and to understand how they learn best in order to become confident, independent, lifelong learners.

Positive relationships

At Wentworth we know and understand our children. All of our pupils achieve in an environment that encourages strong personal relationships between all members of the community built on trust, mutual respect and a genuine desire for each child to be successful.



Community

Children recognise that they are part of a local and global community and work to understand the importance of our role to address local and global issues. We ensure all of our children have a balanced primary school experience that allows them to gain skills and knowledge to become good future citizens. The school works to support local and national charities to develop children's ability to think empathetically.

Curriculum

At Wentworth, we aim to equip every child with the ability to think critically, creatively and reflectively and to understand how they learn best. Metacognition and self-regulation approaches help our children think about their own learning more explicitly, by systematically teaching them specific strategies for planning, monitoring and evaluating their learning. Teaching is designed to give children a range of strategies to choose from and the skills to select the most suitable strategy for a given learning task. We use diagnostic assessment tools, give high-quality, targeted interventions and appropriate support at the point of need, in a positive and sustained way.

2a. English Curriculum

During their time at Wentworth, children become confident in all aspects of language work, developing an appreciation and enjoyment of English. The Wentworth English curriculum will enable children to achieve in the following areas:

Speaking and Listening

- speak clearly and fluently
- understand how language enables them to experience and appreciate their world and the realms of the imagination in all media
- understand the part language plays in enabling them to express their ideas, feelings and experiences and come to an understanding of the ideas, feelings and experiences of others.
- listen attentively, developing understanding and enjoyment of the spoken word

Phonics

- provide children with systematic phonic skills to support their early literacy

Reading Fluency

- read a range of materials, developing fluency and enjoyment of the written word
- extract information and develop research skills
- enjoy books and to read a range of genres for pleasure
- read a range of books that reflect our diverse community

Writing

- write for a range of audiences and a variety of purposes
- use spelling, punctuation and syntax correctly and carefully

Above all, we aim for learners to develop their skills to enable them to have a rich appreciation and love of reading, and to be able to express themselves creatively in both the spoken and written form.

2b. Maths Curriculum

Our intention for Maths at Wentworth is to develop all children's conceptual and procedural understanding of mathematics. Our curriculum is scaffolded and enriched accordingly to enable all children to access all learning. Knowledge and skills will become embedded through our carefully planned and sequenced curriculum ensuring all concepts are applied to real life contexts. We aim for children to make rich connections across all areas of the curriculum to ensure our learners are mathematically curious and strive for greater understanding.

Each year group will cover units of work so that children:-

- 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

All children from EYFS to Year 6 are taught using the CPA approach - concrete, pictorial and abstract. This is harnessed and developed through the use of Power Maths and Mastery of Number. Our curriculum across the school, from EYFS to Year 6, is crafted from these resources to ensure all children have a progressive curriculum of Maths.

2c. Science Curriculum

Our science curriculum provides the foundations for understanding the world. Through their learning of science, pupils should be encouraged to:

- Develop an enjoyment and interest in science and an appreciation of its contribution to all aspects of our everyday lives.
- Recognise the power of rational explanation.
- To develop a sense of excitement and curiosity about the world around them.
- Understand how science can be used to explain what is occurring, predict how things behave and analyse causes.

- Understand the language and vocabulary of science.
- Develop practical skills and their ability to make accurate and appropriate observations and measurements.
- Develop use of information and communication technology in their scientific studies.
- We aim to give our children the vocabulary and skills to develop knowledge and understanding of the world around them, and to enable them to predict, investigate, explore and explain.
- Children have the opportunity to learn about significant people, including inventors and explorers, so that children are continually developing the sense of the importance of science in the wider world.

2d. Foundation Subject Curriculum

(History / Geography / Music / Art + Design / DT / RE / Computing / PFL (french and Japanese) / PSHE / PE)

Teachers consider the progression in learning needed and plan to develop learners' knowledge and skills over the course of a unit of work. Topics are planned to ensure full coverage of the National Curriculum, including the required knowledge and skills. We aim to make all lessons fun and engaging so that knowledge and skills are retained. Our ambitious curriculum is sequential and builds on children's transferable skills and prior knowledge year on year, to enable a broader and deeper understanding of the world around them. Children's learning is recorded in topic books and in an online portfolio. Children's learning in the Foundation Subjects is enriched through a programme of experiences in school (including workshops and visits) and externally (through school trips).

2e. British Values

We recognise the British Values within our school values.

Democracy - Through the election of house captains, sports captains, monitors, School Council representatives. The School Council follows the Democratic process in debating and making decisions for the benefit of the school.

The rule of law - The school has a set of rules for the whole of the community to ensure it can operate fairly and effectively. These are displayed around the school and reinforced by all.

Individual Liberty - Pupil voice is welcomed and children are encouraged to make choices within distinct parameters to ensure their safety. This is expanded upon in the Wentworth Deal.

Mutual respect - There is a zero tolerance to bullying. An expectation of the Wentworth Deal is for pupils to be honest and to respect people in the environment. Behavioural issues are dealt with in a manner to ensure justice is achieved and seen to be done.

Tolerance of those with different faiths and beliefs and for those without faith - Such issues are dealt with through the RE and PSHE curriculum and through a range of multi faith assembly speakers.

3. Foundation Stage

The Early Years Foundation Stage (EYFS) aims to provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations and prepare children for the next stage in their learning in Key Stage 1.

We aim to develop the children into becoming independent learners, and we also promote choice and decision making, fostering independence and self-confidence. In each term, activities and learning experiences are planned from the children's own interests, making sure that all the areas identified in the Foundation Stage Profile are addressed. Language development plays a central role in our support of children as they begin their time in primary school.

Children will learn to investigate, explore and learn in a stimulating environment, which may be indoor, outdoor or at our school's onsite Forest School, with indoor and outdoor environments given an equal weighting in terms of the learning opportunities they are able to present. These opportunities arise from structured and child initiated learning, where the children will be 'bumping into learning'.

Staff use questioning to guide, engage and extend children in the activities which have been designed to facilitate their learning, whilst being careful to allow the children to direct their own learning experiences. The intent of this is to encourage children to focus on a particular task for longer and draw out the maximum amount of learning from an activity. All staff and children have an awareness of the key learning which is available at the beginning of a new cycle of activities through whole departmental walkthroughs.

Children's first terms in school will focus on establishing clear routines and expectations in order to allow children to use their learning environment to its full capacity. Additionally, listening and attention are prioritised early on to ensure independent and positive learning behaviours. Through the year, we use the characteristics of effective learning to teach the children about different learning behaviours that they need to access the curriculum. Children use colour monsters as a tool to develop their emotional literacy skills.

The Foundation Stage Curriculum is organised into the following areas:

The Prime Areas of Learning

- Personal, Social and Emotional Development
- Physical Development



- Communication and Language Development

The Specific Areas of Learning

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Over the summer term, we plan for a smooth transition as children move from the Foundation Stage into Year 1. The department aims for children to be 'National Curriculum ready' by the time they get to Year 1. The Wentworth Foundation Stage offers children an enriched and exciting start to their school life.

4. Key Stage 1

The curriculum at Key Stage One builds on the opportunities provided in EYFS for children to develop as independent, confident and successful learners. We support the transition through the use of continuous provision in the children's first terms in KS1. Our approach ensures that collaboration, creativity and problem solving are at the heart of learning experiences, and that the children gain transferable knowledge and skills which enable them to become lifelong learners.

Our aim is to make learning fun and meaningful, ensuring a progression of key knowledge and skills taught from Foundation Stage, as well as encouraging our key learning behaviours. In addition to this, physical development and well-being are key elements that help us to develop the whole child. Our children enjoy regular access to our 'Urban Gym' and opportunities to represent the school during many sporting events dedicated to KS1 children.

As a key stage we invest a lot of time in building on the foundations of early maths through a CPA approach, and a mastery of phonic knowledge in reading and spelling, which also supports writing. Through our careful selection of class texts and regular reading opportunities, we endeavour to foster a love of reading which we hope will remain with all our children, not only during their time at Wentworth, but also into their teenage and adult lives. Maths, English and Science are at the centre of our learning, and cross-curricular links are made where possible in our termly topics.

5. Key Stage 2

In Key Stage 2 we strive to build on the foundations of learning taught in EYFS and KS1 to help the children be successful now and as they move on to new adventures at the end of Year 6.



Through our curriculum we want our children to achieve happily. We aim to deliver an exciting curriculum which enables and empowers children to:

- Develop oral and written communications creatively in lessons and further develop through drama groups, school plays and productions.
- Develop a love for books through lessons (individual and class reading), Accelerated Reading Scheme and Book weeks.
- Use calculations in maths to help them reason and solve problems in everyday situations.
- Become a times table 'Rockstar' using the TTRockstars program
- Become critical thinkers through deep questioning and promotion of pupil voice for learning.
- Develop a rich and wide understanding of the world through creative topics, outdoor learning, school trips, the use of our state of the art Immersion room and themed weeks.
- Have an understanding of languages: French (years 3-5) and Japanese (Year 6 taught by a specialist teacher from Dartford Grammar School).
- Have opportunities to develop musical talents through a variety of ways: the opportunity to have additional lessons on a variety of instruments, school choir (part of Young Voices at O2), school concerts, plays and productions.
- Have opportunities to develop sporting talents: range of sports covered in lessons including swimming in Year 3 and Year 5, a wide variety of sport clubs for children to attend, sessions in the Urban Gym, Inter and Intra sports competitions and developing OAA on Year 4 and Year 6 Residential trip.
- Have an awareness of others, have a sense of being part of a team and a community, develop feelings and emotions through the PSHE scheme of work and the teaching of British Values.
- Promote leadership skills by offering a range of additional responsibilities.
- Have lifelong skills to help them fulfil their ambitions in the future.

Throughout their journey in Key Stage 2 we look to develop the child as a whole with physical and emotional well-being at its core. This is vitally important due to the number of transitions they will experience as they grow and mature.