# School Vision Statement

## Wentworth is an inclusive school 'STRIVING FOR EXCELLENCE' in all aspects of teaching and learning

**What is the intent of our curriculum?**

- To provide a curriculum that is sequential, enriched, broad and innovative, following the skills, knowledge and learning objectives outlined in the National Curriculum.
- To ensure the highest standards of safeguarding and keep pupils well informed appropriately for their age so they know how to keep safe online and in the community.
- To ensure all groups make good progress from their starting points with the majority of pupils in line with National attainment or above.
- To ensure pupils make a positive contribution to school life that fully prepares them for the next stage of education.
- Monitor and improve the quality of education through the curriculum, standards of teaching, learning and pupil learning behaviours.
- Actively promote all aspects of pupils' social, emotional, mental health and spiritual development.
- Develop and deepen pupils' understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**How do we ensure our curriculum is inclusive?**

- Meet individual pupil needs, including disadvantaged pupils, pupils known (or previously known) to social care and those with special educational needs, to foster individual ambition.
- Support transitions between phases and year groups.
- Adapt teaching practice and curriculum for individual needs.
- Work in partnership with a wide range of external agencies to help create coherent and consistent support for children.

**How do we implement the curriculum?**

- Deliver an enriched, sequenced curriculum based on the National Curriculum objectives and the EYFS curriculum.
- Plan a year's curriculum that is delivered through termly plans and the use of topics, enhanced by linking foundation subjects with genres of text. Weekly planning identifies the needs of individual pupils and shows clear differentiation**.** Sequences of learning are taught using the White Rose maths scheme; the Little Wandle phonics scheme, Grammarsaurus Place Value of Punctuation and Grammar (PVPG) and linking themes in foundation subjects to provide context to the learning using high quality curriculum resources, adapted to pupils' needs. Teaching has the structure of a class input followed by individual/group/pair or class tasks.
- Work in partnership with parents, carers, external providers and local schools to impact on pupil progress and attendance for all groups.

**What is the impact of teaching and learning?**

- Good progress for all pupils, from their individual starting points.
- Year group cohorts to make progress and achievement in line with, or above, National expectations in core subjects.
- Pupils to be confident to talk about their learning, feel they can take risks safely and understand how to keep themselves healthy.
- Pupils who leave Wentworth are good citizens, showing respect for others and are Kind, Safe and Responsible (the school rules).
- Pupils prepared and ready for their next point of transition.
- Pupils leave the school having experienced a wide range of opportunities.