

Our Vibrant Walton Curriculum 2025 - 2026



Intent

Our curriculum provides a broad range of experiences and opportunities for all our pupils.

Our pupil's backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of the curriculum in school:

- **Wellbeing** - raise the profile of wellbeing within the community and develop children's self-esteem and resilience as well as strengthening their mental health to live happy lives.
- **Ambitions** - these help pupils to build aspirations and know available possibilities for their future
- **Wider World** - which helps pupils to understand and appreciate their locality and beyond and understand equality, accepting others' beliefs and forming friendships.
- **Initiative** - this helps pupils to grow as resilient independent learners and not be reliant on adults to learn
- **Christian distinctiveness** - permeating through daily life, giving children a safe and nurturing environment.

Our curriculum provides breadth and balance.

We believe that all children should feel clever and experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives importance to core and foundation subjects; physical wellbeing and mental wellbeing are both greatly valued, understood and prioritised by our careful curriculum design. Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development underpins all of our work.

As a result of this, our pupils thrive.

At our school, the children in our care are at the heart of everything we do. Every pupil should leave knowing God's love and being able to show God's love. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. Each day we encourage our children to work hard, have a positive mind-set, have the confidence to make mistakes, persevere and not give-up to succeed and to feel good about themselves.

At Walton, we want our children to experience:

- A rich curriculum that enables pupils to **see the world from a wide range of perspectives**
- A curriculum with opportunities to **embed the basic skills and express knowledge** in a variety of ways before moving on
- Develop **resilience and perseverance**, so they have the confidence to aim high and aspire to more
- Opportunities to **delve deeper into their learning, building on skills progressively each year**
- A curriculum that helps children to know how to live **healthy lifestyles- both physically and mentally**
- **Spiritual, moral, social and cultural experiences** threaded through all that we do which will facilitate them with all that they need to face any challenges and their futures
- **Strong Christian distinctiveness** permeating through daily life, giving children a safe and nurturing environment.

Implementation

CORE SUBJECTS

English

Intent: At Walton, our teaching of Phonics and Reading, Writing and SPaG follows the National Curriculum. We aim to: nurture a love of reading by developing fundamental skills, especially in early reading; develop children's stamina and resilience when composing extended pieces of writing; ensure children are confident when using the technical elements of SPaG in writing and reading.

Implementation: We are currently implementing Little Wandle Letters and Sounds Revised to teach Phonics and early reading. At KS2, we teach the VIPERS reading skills through Whole Class Reading lessons. We use Pie Corbett's Talk4Writing to teach writing in EYFS and KS1 and progress to using Jane Considine's The Write Stuff at KS2.

Impact: Phonics and Early Reading:

Our children feel confident to use their phonic knowledge to engage with reading and can use their decoding skills to understanding new and exciting vocabulary.

Impact: Reading

At Walton, our children have a positive attitude to reading as an interesting and exciting subject, appreciating our rich and varied literary heritage. They have developed the habit of reading widely and often, for both pleasure and information. In EYFS and KS1, reading books are fully decodable to encourage fluency and success.

Impact: Writing

They write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Our children aspire to have fluent and legible handwriting using a cursive font. They feel confident to plan, draft, revise and edit their own writing and know, understand and are able to write in a range of genres. The children have an interest in words and their meanings and a growing vocabulary. Through reading and writing, our children develop their powers of imagination, inventiveness and critical awareness.

CORE SUBJECTS**Maths**

At Walton, our Maths curriculum follows the National Curriculum. We have chosen to use the Power Maths scheme to support our delivery of Maths, supplemented with additional challenges from White Rose Maths Hub and Classroom Secrets. We selected these schemes because of their mastery principles of concrete, pictorial, abstract (CPA) and the small steps in which units and lessons progress.

At Walton, we aim to create resilient, enthusiastic and confident learners with growth mindsets who are fluent in the fundamentals of mathematics.

For more information on how we structure our lessons in KS1 and 2, please see the document 'Walton's Approach to Maths in KS1 and 2'.

In EYFS we follow the EYFS framework. In Reception, children follow the same lesson structure as in KS1 and 2 (Discover, Share, Think together) but over the space of a week in smaller groups. Challenge is included through questioning. In Nursery, learning focuses on the children exploring number through a range of continuous provision and teacher-led activities, always using concrete and/or pictorial representations.

FOUNDATION SUBJECTS

We have developed a three-year rolling programme for all our classes excluding Nursery (Rabbits) and Year 6 (Badgers). This is as a direct result of year groups being split between two classes in both Year 1 and Year 4. The three-year cycle enables us to ensure that no child encounters the same subject content more than once. Progression maps ensure that learning remains progressive for each child no matter which point they enter the cycle at.

Year 6 and Nursery are single-age classes so work to their own one-year rolling programme.

History, Geography, Art & Design and Design & Technology

At Walton, our curriculum covers the National Curriculum and has been designed to reflect our local context. Three history units are delivered over the course of a year and three geography on an alternating pattern. The same is true for art & DT. In each subject, we have conducted an overview of National Curriculum coverage as well as progression maps to ensure our curriculum is progressive and well-sequenced. Links are exploited between subjects where they are meaningful but do not adversely impact on the rigour of each subject discipline.

For more information on each subject, please see the Curriculum page of the school website: <https://walton-on-trent-ce.secure-primariesite.net/curriculum/>

Religious Education, Science, PSHE, Physical Education and Computing

RE, Science, PSHE, Computing and PE are taught weekly rather than in blocks. We teach science and PSHE in single year groups to support with meeting the National Curriculum requirements as well as to ensure progression and clear sequencing. PE is taught twice a week.

We use the following schemes to support certain subjects' delivery to help to high-quality expert teaching:

Subject	Scheme to support delivery
RE	The Derbyshire Syllabus and Understanding Christianity
Science	Developing Experts
PSHE and RSE	Jigsaw
Computing	Teach Computing

We see the local community as significant to our children's learning so we thread these links into the curriculum throughout each year group. For example, we plan in visits to our village church and secondary school, the local river and the Derby Open Centre.

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Forest School

Using the outdoors as a classroom is fundamental to our values. Forest School enables our children to develop resilience, teamwork, cooperation, risk taking and spirituality. This can be school-based or with enrichment visits to other locations. We use our amazing spinney at the front of the school for Forest School across all of EYFS, KS1 and 2. Trips, activities and

expert visitors are all vital to the enhancement of the learning opportunities we offer our children. We also look to use the outdoor opportunities in other lessons regularly.

Physical and mental health and well-being

The promotion of understanding and managing pupils' emotional health and wellbeing is woven throughout the week at our school. We aim to respond to how pupils want to support their own social and emotional development through school. A worry box is available that our children can access at any time. We promote healthy life styles through the following:

- The school promotes healthy eating through healthy snacks and lunchboxes
- There is a very well-designed P.E curriculum that leads to children developing excellent skills and compete in a range of local events
- Child-led 'clubs' support the Lunchtime Supervisors in setting up and maintaining structured playtime games and social skills activities
- Daily Collective Worship gives children the opportunity to discuss their thoughts and feelings on a number of themes and values.
- Emotional Literacy Support Assistant (ELSA) works with our most vulnerable children to support their emotional health and wellbeing.
- Various sessions to develop wellbeing, for example Forest School
- The general ethos of the school is one of nurture, inclusion and care.

Enrichment through the arts

Children have a broad arts provision including music, drama, dance, cultural experiences and internationalism within the extended curriculum offer. A range of experiences and opportunities, that extend children's cultural capital, are provided for children to engage, excite and motivate them. In KS2 over the last four years, children have learnt Djembe, Samba drumming and more recently whole class woodwind lessons. The school offers a range of enrichment opportunities in music, including the experience of 1:1 tuition for flute, piano and clarinet lessons. Children at Walton participate in high quality performances (Young Voices, JTMAT concert, school plays and dance festivals). Key music skills related to the curriculum are delivered through Charanga and our specialist music teacher.

Learning to Learn

At Walton we place great importance on improving the children's learning skills; this is done through the school's teaching of Cognitive Science and Growth Mindset. Children are rewarded in class with points for displaying a range of different qualities that will help to make a successful learner and an excellent spiritual being. Children demonstrating these skills are awarded points and/or certificates in Shine assembly every week.

Impact

First and foremost, we want to instil in our children a love of learning and an ability to reflect upon their learning including their successes and how they can continue to improve. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal, academic and spiritual growth.

How we know we are successful in this is through:

- Teacher assessment – formative – verbal and written feedback, informal retrieval quizzes, pupil voice
- Teacher assessment - summative – end of learning tests i.e SATS, Test Base assessments, , Multiplication check, Phonics screening.
- Pupil voice – pupil questionnaires, self and peer assessment, school guardians.
- Parental Feedback – parent questionnaires, parent coffee afternoons, curriculum showcase afternoons, parent and teacher consultations, informal meetings before and after school, PTFA, reputation in the community, lessons where parents are invited to take part with their children
- Data Analysis – internal with SLT, subject leadership, pupil progress meetings, governors, external data (SATS)
- Quality Assurance – lesson observations, drop ins, learning walks, book looks, external review i.e. Pupil Premium review, JTMAT school improvement team, Framework of Effectiveness, Peer review, Trust Around The Schools meetings
- Positive attitudes to learning – children engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- Respect – visibly demonstrated through their school environment, their work, interactions, moral responsibility, spirituality
- Participating in community – proudly representing their school as Pupil Parliament, intergenerational events, sports tournaments, Spirited Art, STEM projects community events, invited guests, links with trust schools, visits to our village church and secondary school, the local river, Community Tea and linking with the Derby Open Centre.
- Case Studies – to measure the academic, personal, social and emotional progress of our most vulnerable children through case studies e.g. ELSA

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always look holistically at the whole child. We consider our children as individuals who are facing future challenges and ultimately leave us, high school ready having relished and embraced their learning experiences along the way at Walton.

Our pupils thrive.