



Wembley  
Multi-Academy  
Trust

ACHIEVEMENT FOR ALL



## **CURRICULUM STATEMENT**

Date reviewed: July 2024

Date of next review: July 2025

## **ELPS MISSION**

Our aim is to provide children with a personalised curriculum that delivers the knowledge and skills to unlock their potential and secure their futures. We want all of our children to be able to access the most prestigious universities and be able to attend the most challenging courses. Current WMAT pupils gain places at the most prestigious universities such as Oxford and Cambridge to study Medicine, Engineering and Law. We want high aspirations to be instilled from an early age so that children fulfil our motto of '*Achievement for All*'.

- We offer a broad and balanced curriculum that promotes excellence.
- At the core of our curriculum is a strong emphasis on English, maths and science subjects. We believe in a knowledge rich curriculum and recognise that skills are learnt once there is deep knowledge and understanding.
- Humanities, RS, languages, art, Design Technology, music, ICT, computing, PSHE and PE enrich our school curriculum. These subjects aim to enhance the educational, social and physical development of our children encouraging them to think analytically and creatively. They provide the background knowledge and skills to prepare them for the next stage of their education.
- All Schemes of Work are devised by subject specialists in maths, English, science, humanities and languages.
- We aim to provide an extensive and enriching learning environment that recognises the individual strengths of children and enriches every aspect of their experience at ELPS.
- Through our pastoral system we strive to foster 5 BEES:
  - Be Safe
  - Be Respectful
  - Be Responsible
  - Be Resilient
  - Be Ready

ELPS is committed to providing a learning environment that is stimulating, safe and caring. This ensures that academic success is marked by respect for the rights of others and development of personal responsibility. We foster independent thinking, critical analysis and an appreciation and understanding of difference of opinion. We recognise the value of hard work and perseverance, promote positive interpersonal relationships and instill a desire for life-long learning.

We are proud of our diversity and encourage our children to be considerate individuals that are, at all times, kind and respectful towards each other.

There is a continuity of curriculum as children move through the primary school and secondary school. This ensures there is a seamless transition between key stages to enable excellent progress.

## **CURRICULUM AIMS**

Our fundamental belief is that all pupils deserve a broad and balanced curriculum that prepares them for the next stage of their education, employment, or training. At the core of our curriculum is the essential knowledge and skills needed for success in adulthood and the challenges of 21st-century Britain.

From the moment pupils join in Reception, we map out their learning journey to ensure their success when they move to secondary school. We provide a traditional, academically rigorous education, integrating the latest teaching research to maximize learning and help every child reach their full potential.

True learning means retaining knowledge in long-term memory for use in any context. Our expert teachers carefully design and teach our curriculum to ensure it is remembered, not merely encountered. We use an evidence-informed approach with a proven track record. Our curriculum builds new knowledge on old, fostering a challenging environment that encourages participation, curiosity, and enquiry. We insist on hard work outside the classroom, with a homework strategy that

reinforces reading, practice, and revisiting prior learning. Over time, our pupils learn more, remember more, and achieve more.

We believe all pupils, regardless of background, deserve full access to our curriculum. We work tirelessly to support those needing extra help to ensure they flourish and catch up.

## **AIMS OF THIS DOCUMENT**

This document outlines the programmes and approaches we use at ELPS to ensure that we provide children with a rich educational experience that goes above and beyond the national curriculum. Our goal is to prepare and develop children into well-rounded individuals, equipped with the skills, knowledge, and character to succeed in all aspects of life.

## **THE EARLY YEARS FOUNDATION STAGE CURRICULUM**

### **EYFS Curriculum**

Reception children are welcomed in September to a diverse skills-based curriculum that focuses on the prime areas of communication and language, physical education and personal, social and emotional development.

Phonics and the specific areas of literacy and mathematics are taught in separate lessons with regular assessments to check on the progress of our children and ensure that they have these core skills for the next step of their education. Assessment of these subjects ensures that our children's individual needs are catered for to the highest standard of teaching and specific learning support. A base-line assessment in September helps us to ensure that each child starts their learning journey on the right path.

We value our relationships with parents and collaborate closely to support each child's learning. By fostering open communication and mutual respect, we ensure every child reaches their full potential both academically and personally. Each week, parents receive a newsletter outlining upcoming events and tasks to support children's development at home.

### **EYFS Assessment**

In the first half term of the school year, all children complete The Reception Baseline Assessment. It measures early language, communication, literacy, and mathematics skills, providing a starting point to track progress throughout a child's primary education.

At the beginning of the school year, all children complete a language assessment that allows us to identify those who would benefit from early language development intervention. This intervention programme, the Nuffield Early Language Intervention (NELI), is an evidence-based oral language program designed for nursery and reception children who show weakness in oral language skills, helping to mitigate potential reading difficulties. Selected children will be placed on the year-long programme, and their development will be tracked to ensure they make, at a minimum, the expected level of progress.

## **KEY STAGE 1 AND 2 CURRICULA**

### **Y1-6 Curricula**

We place a great emphasis on giving children deep knowledge and understanding in the core subjects of English, maths and science. Schemes of Work are devised from the National Curriculum and incorporate high quality resources and the expertise of our highly qualified subject-specific staff. This sets high academic standards within each curriculum area. We are committed to "Achievement for All".

Our expectation is that all children will meet age related expectations as prescribed in the National Curriculum and large numbers will be challenged to achieve greater than this. If children fall behind, work is undertaken to close the gap, including differentiation in planning, identification of knowledge gaps and teacher intervention. These strategies enable all children to make very strong progress.

## ♦ English

### **Core texts**

We use carefully-selected core texts to enhance children's literacy outcomes and their engagement in English lessons. Planning lessons around core texts helps children talk more confidently about the book, which in turn enhances their writing skills. By being exposed to more genre-specific language and having a deeper understanding of their writing content, children become more confident writers.

### **Vocabulary policy**

Our school's vocabulary policy emphasizes the importance of key words for each subject that we want pupils to learn. We identify tier 2 and tier 3 words to aid teachers in deciding which words to explicitly teach and which words should be integrated into teaching practice. This structured approach ensures that children develop a robust and subject-specific vocabulary, enhancing their overall comprehension and academic success.

### **Read Write Inc Phonics Scheme**

The Read Write Inc phonics scheme is in place from Reception to Year 2 to ensure a systematic and effective progression in reading development. This structured program focuses on teaching phonetic awareness, blending sounds, and building fluency. By following this scheme, we provide consistent support for early readers, ensuring that each child develops strong foundational reading skills. Additionally, regular assessments help us track progress and tailor instruction to meet the individual needs of each child, fostering a confident and capable cohort of young readers.

### **Oracy**

We prioritise the development of children's oracy skills by embedding a range of speaking opportunities throughout the school. From engaging in partner talk to speaking in front of their classmates, children are encouraged to articulate their thoughts and ideas regularly. These experiences are further extended through phase assemblies, where children present in front of larger peer groups. This progressive approach culminates in the Year 6 TED Talk event, where children showcase their skills by delivering presentations to parents, demonstrating their language proficiency and confidence in public speaking.

### **Reading as a pedagogy**

In science and foundation subjects, topic books are used to support children's reading within the subject, enabling them to explore a topic in depth and spark their interest. Additionally, these books help consolidate tier 3 subject-specific vocabulary and familiarise children with various writing styles and formats.

Specifics of the curriculum are mapped out in the English Curriculum Overview and the Scheme of Work.

## ♦ Maths

Our mathematics curriculum equips children with the uniquely powerful set of tools to understand mathematical concepts.

We teach mathematics using the Singapore Math's methodology. The Maths (No Problem) scheme develops a deep understanding of mathematics through a mastery approach, ensuring pupils grasp both how and why concepts work. Using the Concrete-Pictorial-Abstract (CPA) method, pupils progress from using physical objects to visual representations and abstract symbols. The scheme emphasizes problem-solving, critical thinking, and collaborative learning. Lessons build on each other in small steps for deep learning and retention, with regular assessments to track progress and provide additional support as needed. This approach aims to foster a love for mathematics, build confidence, and achieve excellence in pupils' learning.

We are committed to ensuring that all children achieve mastery in the key concepts of mathematics in order to make excellent progress. We understand how mathematical knowledge gaps can become a barrier to understanding mathematics as children move through education.

Specifics of the curriculum are mapped out in the Mathematics Curriculum Overview and the Scheme of Work.

## ♦ Science

Our science curriculum supports and supplements the delivery of the national curriculum, by providing a bespoke *Knowledge-based curriculum* context for learning. Children are taught substantive and disciplinary knowledge and the development of scientific skills.

Every child receives a copy of the 'Cambridge Primary Science' book at the beginning of the academic year along with a termly question booklet that outlines weekly homework tasks. We use Cambridge Primary Science because it engages children by encouraging them to think and talk about their existing knowledge with 'Getting Started' boxes at the beginning of each topic. The 'Think like a scientist' feature includes practical tasks that promote scientific thinking and methodology. Additionally, the 'Reflection' and 'Look what I can do' sections at the end of each topic help children reflect on their learning.

Specifics of the curriculum are mapped out in the Science Curriculum Overview and the Scheme of Work.

## ♦ Foundation areas

Bespoke schemes of work are produced by subject specialists for the other curricular areas: history, geography, Religious Studies, ICT, computing, music, art, design, PE and PSHE. These are delivered to the same high academic standards with the aim to ensure that our children enjoy their learning and are encouraged to achieve.

Each subject area has a Curriculum Overview and Scheme of Work.

## **KEY STAGE 1 AND 2 ASSESSMENT**

In addition to on-going formative teacher assessment, children partake in core subject assessments throughout the school year. This includes 5 core-subject and 3 foundation subject assessments (with slight adjustments made for Y2 and Y6, the SATs year groups).

## **Extra-Curricular Enrichment**

At East Lane Primary School, pupils have the opportunity to participate in activities which enrich and enhance their learning. This is above and beyond the curricular provision. Whilst the ELPS curriculum is made up of the essential knowledge that children need, we supplement this with an annual programme of activities which deepens and enhances their learning.

Enrichment activities involve visits, external speakers, after school or lunch time clubs, workshops and projects, as well as in-class activities within the Schemes of Work. The aim of these is specifically to equip all children with the cultural capital to succeed in life and instill in them an appreciation of human creativity, endeavour and achievement. It takes learning from the classroom to contexts and experiences that they will face and put to use in the real world.

The Activities are grouped as:

1. Educational Visits
2. External Speakers
3. School Clubs
4. Workshops
5. In-class Cultural Capital Experiences

Specifics of our enrichment programme are mapped out in the Enrichment Policy.

## **Parent Partnerships**

ELPS positively promotes and encourages parents to support the work of the school in developing a love for the curriculum areas that we cover. In addition to the subject curriculum overviews that can be downloaded from the school website, we deliver workshops led by senior leaders, including specific

sessions for SATs preparation. Parent-teacher meetings provide an opportunity for parents to speak directly with their child's mathematics and English teachers, helping them understand their child's targets. We report on pupil progress every term through assessment week tests, and our parent surveys are conducted to gather feedback on how we can further develop our curricular offerings.



## East Lane Primary School Curriculum Vision "Achievement for All"

<b>CURRICULUM AIM</b>	To offer a personalised curriculum that is knowledge-rich and supports the development of skills which encompasses 'Achievement for All' so that children are empowered and able to achieve their full potential.									
<b>OBJECTIVES</b>	We provide a highly academic curriculum and disciplined environment which enables our students to achieve the highest possible qualifications. For our students gaining these qualifications and going to university is life transforming. We are absolutely committed to improving the life chances of our students and enabling them to become successful citizens and leaders. Our families come from all parts of the globe and they are highly aspirational for their children. We share in this aspiration and do what is needed to help students succeed.									
<b>PEDAGOGICAL APPROACH</b>	<b>ENGAGE</b> Using interests and experiences to provoke thought, interest & curiosity		<b>DEVELOP</b> Teaching knowledge & skills required to progress in a number of areas			<b>INNOVATE</b> Applying learning & developing enterprise, independent thinking & creativity		<b>EXPRESS</b> Reflecting, analysing & celebrating learning so that next steps are clear		
<b>KEY AREAS OF LEARNING</b>	ENGLISH		MATHEMATICS		SCIENCE		ART & DESIGN	COMPUTING		PHYSICAL EDUCATION
	HISTORY		GEOGRAPHY		DESIGN & TECHNOLOGY		LANGUAGES		RELIGIOUS STUDIES	MUSIC
<b>CURRICULUM ENRICHMENT</b>	PSHE & CITIZENSHIP				REFLECTIONS AND ACCOUNTABILITY			OUTDOOR LEARNING/VISITS FAMILY ENGAGEMENT		
<b>ASSESSMENT FOR LEARNING</b>	PUPIL LED LEARNING	KNOWLEDGE DRIVEN	RETRIEVAL SKILLS	TARGET SETTING	CREATIVE LEARNING	FEEDBACK & GAPS	PEER & SELF ASSESSMENT	CELEBRATING SUCCESS	EARNING EVALUATION	
<b>LEARNING EXPERIENCES</b>	INVESTIGATION CHALLENGING & ENGAGING		CROSS-CURRICULAR SUPPORTIVE ENVIRONMENT		RELEVANT & ENJOYABLE CULTURALLY DIVERSE	MEDIA RICH POSITIVE REINFORCEMENT	INTEGRATED SKILLS LEARNING STYLES	ACTIVE & HANDS ON ENQUIRY BASED LEARNING		OFFERS CHOICE ONGOING REFLECTION
<b>WMAT CORE VALUES</b>	INTEGRITY	RESPECT	DIVERSITY	STUDENT ACHIEVEMENT			WORKING IN TEAMS	SHARING OUR SUCCESS		
<b>ELPS VALUES</b>	RESPONSIBILITY		RESPECT		SAFE			RESILIENT		READY