



Curriculum Statement

Working together for success

At Boston West Academy, we believe that strong, positive relationships provide the foundations for a school to flourish. We enjoy *working together for success* within an optimistic and positive culture of excellence.

Our school is proud to be part of Anthem, an academy trust that creates ambitious and successful schools where every child thrives. Anthem's core values are integrity, collaboration and excellence. In practice, this means behaving with openness and honesty to build trust in everything we do. It means providing opportunities for our children and our adults to work together and learn from each other to ensure we are the best we can possibly be. It means being consistent and ambitious for excellence, in all its different forms. The trust's values underpin our school values and have a strong influence upon the shape and ethos of our school.

A key element of our school's culture is the ethos of care: care for oneself, for others and for the environment. Our over-arching school value of care is underpinned by four other core school values: collaboration, attitude, respect and equality (CARE). We are an outward-facing school and embrace collaboration with others so that we can secure excellent achievements for our children. We continually strive to provide innovative experiences, inside and outside the classroom, that make learning fun.

We want to inspire children and believe that they learn best when they are happy, confident and well-motivated. Staff, children and parents work collaboratively to produce a positive, family atmosphere in which every child can find security and experience success.

Our curriculum

We passionately believe that children should be provided with a holistic learning experience whilst at primary school. The school's curriculum framework has been devised to ensure that knowledge and key skills in all subjects are taught in a coherent, well-planned and progressive manner. This is often through over-arching themes which makes learning meaningful for the children. Our curriculum is designed to promote long-term memory. Opportunities are provided to return to content and concepts, over time, in order to gain a growing developmental understanding.

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The school's commitment to outdoor learning and first-hand real-life experiences benefits every child's development. Age appropriately, all the children are directly involved in assessing risks. This heightens their awareness and understanding of risks in their daily lives across a range of environments. In this way, children are learning a crucial life skill that will promote safety and well-being today and through into adulthood.

We aim to develop children as individuals – physically, mentally, culturally and spiritually but above all as lifelong learners, able to make a positive contribution to the local and wider community, today and in the future.

Intent

We follow the early years framework in EYFS and the national curriculum in KS1 and KS2.

Our school curriculum is designed to be active, hands-on and memorable. The focus is squarely on learning but learning in a way that is enjoyable and driven by the interests of the pupils.

There are four key drivers in our curriculum. These form the foundations of our curriculum and permeate all aspects of school:



Learning beyond the classroom (outdoor learning)

We provide our children with safe and varied outdoor experiences which they might not access at home or elsewhere. Outdoor learning provides health benefits and opportunities to self-assess risk. As well as this, it promotes well-being, collaboration, a connection to nature and a greater level of enjoyment and motivation.



The arts

Boston has been identified as an area where community involvement in the arts is significantly below the national average. We provide our children with rich cultural opportunities relating to the arts. Our children express their creativity through the arts in all its forms.

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Physical development and sport

Boston has one of the highest levels of childhood obesity in the country. We encourage healthy living and active learning beyond the classroom. We promote a love of sport and physical exercise which supports children's learning and well-being.



Language development and vocabulary

Nationally, there is evidence of a "vocabulary gap" between children on-entry to school. In order to close this gap, we provide a word-rich environment, with a focus on key words in all subjects, so that children can develop their use of language and increase their vocabulary.

Implementation

In order to have great learning, we must have great teaching. Our teaching staff consists of a mixture of teachers in the early stages of their career and more experienced teachers. Additional teachers are employed to provide extra quality teaching across the school. Priority is given to teachers' continuous professional development so that teaching practice is continually improved. There is a coaching culture within the school.

English, mathematics and science are coherently planned and sequenced to ensure clear progression within and between year groups. We enable children to develop knowledge and key skills in these subjects so that they can apply them in different contexts.

Reading is given high priority in order to allow pupils to access the full curriculum offer with a focus on high quality teaching of phonics and oracy. We have introduced a rigorous and sequential approach to the reading curriculum which develops pupils' fluency, confidence and enjoyment in reading.

Other subjects in the national curriculum are carefully planned over the long term so that pupils' experiences are deep and broad. Pupils acquire the knowledge and cultural capital they need to broaden their horizons, become aspirational citizens and succeed in life.

Each subject of the curriculum has a comprehensive document that outlines knowledge, skills, coverage and key vocabulary for each year group in a clear and progressive way. Conscious connections, continuous provision and links to our four key drivers are made to ensure a



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cohesive experience for pupils. Longitudinal learning to revisit ideas and concepts to enable deeper learning is also included.

Long term, medium term and short term planning is designed to help pupils to remember the content they've been taught and to use and apply knowledge into larger ideas.

The school is committed to being fully inclusive and provision is made to ensure that disadvantaged pupils and pupils with special educational needs and/or disabilities are able to access the curriculum in full.

Impact

Our commitment to providing a broad and holistic curriculum, with clearly defined key drivers which thread their way through all subjects, results in the majority of pupils achieving a mastery of the content; they remember what they have learned and are fluent in it. Some pupils attain a greater depth of understanding.

Children who attend our school will care for and respect themselves, others and the environment. They will be good at collaborating; working together for success. They will have a positive and resilient attitude and will embrace and celebrate diversity.