Link Academy Trust Curriculum Statement

Empowering our pupils sits at the very heart of our curriculum design. We are passionate that every child who leaves any of our schools does so with a complete sense of self; with an ability to make informed decisions that reflect their own **values** and beliefs; a knowledge of where they sit in the world and the impact they can have. **Curiosity** is nurtured at every turn as we recognise that we are preparing our children for a **future** that will be vastly different to our current reality – a child who understands themselves will be well equipped to make choices that impact positively on themselves, others and their environment.

Building and reflecting our **communities** is an integral part of our thought process and we look to ensure our pupils recognise where they sit and the impact they can have on a local, national and global scale. **Tolerance** and an ability to recognise the views of others sit centrally to our curriculum ethos. In teaching children explicitly to **articulate** their views with **respect**, we recognise that every small moment and interaction can support them in developing a **responsibility** for their choices; where this sits with their own values and their impact on the world around them.

Our curriculum seeks to develop an ambitious attitude for every pupil to place them in a position whereby their future choices are theirs to make. In considering a clear progression in skills, knowledge and experience, we equip children to be **aspirational** and the best possible version of themselves.

The Link Academy Trust values individuality and empowers Executive/ Academy Heads and their school teams to make personalised, school-based (local) decisions about the implementation of their own curriculums within the structure of our Trust curriculum model.

Woodbury Salterton Primary School Curriculum Statement

Curriculum Intent

At Woodbury Salterton C of E Primary School, our curriculum is rooted in our Christian vision of enabling every child to experience “life in all its fullness” (John 10:10). Through our LIFE values of Love, Inspiration, Fellowship and Encouragement, we aim to provide an ambitious, inclusive and nurturing curriculum in which every child is known, valued and supported to succeed.

As a small village school with mixed-age classes, we carefully design our curriculum so that learning is coherent, progressive and appropriately challenging. Our rolling programmes ensure that pupils build knowledge and skills over time, make meaningful connections between their learning and are well prepared for their next stage of education.
We recognise the individual starting points and needs of our pupils. Our curriculum places a strong emphasis on communication and language, reading, writing and mathematics, as these provide the foundations children need to access the wider curriculum and become confident, independent learners. High-quality inclusive teaching, appropriate adaptation and carefully targeted support ensure that pupils with SEND and those who are disadvantaged can access the same ambitious curriculum as their peers.

We want our children to be curious, confident and resilient learners who can think, question, explain and reflect. Vocabulary and oracy are deliberately developed across the curriculum so that children gain the language and confidence they need to communicate their ideas and deepen their understanding.

Our curriculum extends beyond academic achievement. Through a broad range of experiences, including Forest School, outdoor learning, sport, music, the arts, visits, visitors and links with our church and local community, we provide opportunities that broaden children's horizons and enrich their understanding of the world.

We make purposeful use of our unique village setting and outdoor environment while also ensuring that children encounter experiences, cultures, beliefs and perspectives beyond their immediate community. We want pupils to develop respect for others, understand diversity and grow into compassionate and responsible members of society.

From preschool onwards, our learning environments are deliberately designed around curriculum intent. Resources, learning environments and, within Early Years, continuous provision are carefully planned because of the learning they enable. Environments are calm, accessible, inclusive and purposeful, enabling children to develop independence, make choices, revisit learning and deepen their knowledge and skills.

Ultimately, our curriculum aims to ensure that every child leaves Woodbury Salterton with the knowledge, skills, confidence, character and sense of belonging they need to flourish in the next stage of their education and in life.

Curriculum Implementation

At Woodbury Salterton C of E Primary School, our curriculum is carefully planned to meet the needs of our small, mixed-age school community while maintaining high expectations for every pupil.

Our mixed-age rolling programmes identify the essential knowledge, and skills pupils need to learn and ensure that learning is progressive and sequenced over time. Teachers make clear links to prior learning, identify important vocabulary and regularly revisit key knowledge so that pupils can remember more and build increasingly secure understanding.

Reading, communication, language, writing and mathematics are prioritised as the foundations for learning across the curriculum. Vocabulary and communication are explicitly developed in all subjects, enabling pupils to express their thinking in ways appropriate to their individual needs.

We recognise that many of our pupils require additional support to access learning successfully. High-quality inclusive teaching is our starting point, with teachers adapting teaching, resources, environments and outcomes while maintaining ambition. Assessment is used to identify gaps and next steps, with targeted intervention and additional support provided where needed.

Our small-school structure is used positively. Mixed-age teaching provides opportunities for collaboration, revisiting learning and developing independence, while careful planning ensures that pupils encounter the appropriate curriculum content and challenge for their stage of learning.

Our learning environments are purposeful and reflect our curriculum intent. Resources and environments are organised to promote independence, communication, engagement and regulation, with consideration given to children's sensory and individual needs. Within Early Years, carefully planned continuous provision enables children to practise, revisit, deepen and apply their learning through purposeful play.

Learning is enriched through Forest School, outdoor learning, educational visits, visitors, sport, music, the arts, church and community links. These experiences deliberately broaden pupils' knowledge and understanding beyond their immediate experiences and help them make meaningful connections with their learning.
Teachers use assessment, observation and ongoing checks for understanding to identify what pupils know and remember. This information informs future teaching, adaptation and support.

Our Christian vision and LIFE values of Love, Inspiration, Fellowship and Encouragement are woven through school life, supporting pupils' personal, spiritual, moral, social and cultural development.

Organisation of Our Mixed-Age Curriculum

Our curriculum is organised through rolling programmes designed specifically for our mixed-age structure.

Acorns Preschool and Saplings Class (Reception, Year 1 and Year 2) follow a two-year Cycle A and Cycle B. Shared overarching themes create coherence across Acorns and Saplings and provide opportunities for children to make connections between their learning, while the intended knowledge, skills, vocabulary and level of challenge remain appropriate to each child's developmental stage and year group.

Within Acorns Preschool, Little Acorns and Growing Acorns provide progressive developmental stages, building the foundations children need for their continuing journey through Saplings. These stages reflect developmental progression rather than rigid age-based expectations.

Oak Class (Years 3–6) follows a four-year Cycle A, Cycle B, Cycle C and Cycle D for the wider curriculum. This ensures pupils experience broad, varied and progressive curriculum content across their Key Stage 2 journey and that National Curriculum content is covered without unnecessary repetition.

Our rolling curriculum programmes identify the contexts and content taught across each cycle. Progression is informed by the National Curriculum, the EYFS statutory framework and the sequencing within our chosen curriculum schemes.

Teachers use these frameworks and schemes alongside their knowledge of pupils' starting points to identify the essential knowledge, skills and vocabulary to be taught. Learning is adapted to provide appropriate challenge and support for different year groups and developmental stages.
Children may therefore learn alongside one another through a shared theme, text, experience or context without necessarily learning the same curriculum content. Teachers adapt teaching, vocabulary, questioning, modelling, resources and expected outcomes so that learning builds appropriately from pupils' starting points and previous knowledge.

Curriculum Impact

The impact of our curriculum is seen in what children know, remember and can do, the progress they make from their individual starting points, and how well prepared they are for their next stage of learning.
We want all children, including those with SEND and those who are disadvantaged, to experience success and achieve well. Children develop secure foundations in communication, reading, writing and mathematics, alongside increasingly rich knowledge and vocabulary across the wider curriculum.

Children are supported to become curious, confident, resilient and increasingly independent learners. They can communicate their ideas and understanding in ways appropriate to their individual needs, make connections with previous learning and apply what they have learned in different contexts.

Through our broad curriculum and wider opportunities, children develop their understanding of the world beyond their immediate experiences. They demonstrate our LIFE values of Love, Inspiration, Fellowship and Encouragement through their relationships, choices and contributions to school and the wider community.

We evaluate impact through children's work, pupil voice, assessment, observations, lesson visits and curriculum monitoring. We recognise that, within our small cohorts and high level of SEND, impact cannot be measured through attainment data alone. We consider the progress children make from their starting points, what they know and remember, their growing independence and confidence, and their readiness for what comes next.
Where children have not learned or remembered the intended curriculum, teachers use assessment and monitoring to identify gaps and adapt subsequent teaching, provision and support. This ensures that curriculum evaluation informs what happens next rather than being an end point in itself.

Ultimately, we want every child to leave Woodbury Salterton having flourished academically, personally and spiritually, equipped with the foundations they need to continue learning and experience "life in all its fullness."

Supporting Curriculum Documents

- **How Our Curriculum is Organised** – explaining our Acorns, Saplings and Oak mixed-age structure and two- and four-year rolling programmes.
- **Curriculum Rolling Programme Overviews** – identifying the curriculum content and contexts taught through each cycle.
- **Curriculum Schemes and Planning** – outlining the sequencing of knowledge, skills and vocabulary within individual subjects and how these are adapted for mixed-age teaching.
- **EYFS Curriculum Statement and EYFS Curriculum Organisation** – explaining the developmental journey from Little Acorns through Growing Acorns and Saplings.
- **Continuous Provision Progression** – showing how Early Years provision enables children to practise, revisit, apply and deepen their learning.