Walton Priory Middle School- Whole School Intent:

At Walton Priory, we are committed to delivering inspirational education for every child by building on strong core values and instilling limitless thinking. Our core values encompass the principles of hard work, mutual respect, and environmental stewardship. In an ever-evolving world, especially within an area marked by strong technology, engineering, and industry influences, our objective is to cultivate resilience and adaptability in our students. To achieve this, we have chosen to place a special emphasis on STEM (Science, Technology, Engineering, and Mathematics) education. We use the Mastery approach to support and extend the basis of our teaching across the school.

Our Curriculum Intent: Knowledge Rich, Concept Led

Our curriculum is designed to be "Knowledge rich, concept led," which means that we place a strong emphasis on equipping our students with a comprehensive and clear knowledge, while also fostering a thorough understanding of key concepts. This approach ensures that our students not only acquire factual information but also develop the critical thinking and problem-solving skills needed to apply this knowledge in a meaningful way. We believe that this dual focus on knowledge and concepts is crucial for empowering our students to thrive in today's world. We ensure our key subject concepts spiral over the four years- this is mapped on our learning journeys.

Our curriculum intent, guided by the "Knowledge rich, concept led" philosophy, is designed to fulfil several key purposes:

- Ensure excellence in traditional, academic subjects.
- Stay current with advancements in STEM fields, aligning with our school's vision.
- Foster resilience, preparing our students for the growing demands of the 21st century, by offering subjects such as competitive sports, PSHE (Personal, Social and Health Education), and enterprise.
- Deliver a well-rounded curriculum that equips children with the skills and knowledge they need for various pathways they may choose after Walton Priory.
- Address gaps in skills, understanding, and knowledge that may arise due to pupil admissions from a variety of feeder schools.

In Years 5 and 6, students follow a primary model, led by a single class teacher for most subjects, but with subject specialists for certain areas. This model has had a positive impact on standards and personal development. All KS2 teachers are primary trained as generalists, with strengths and confidence assessed at the subject level. This allows teachers with expertise to teach specific subjects, ensuring the highest quality of instruction.

From Years 7 and 8, students follow a secondary model, where they are taught by subject specialists throughout the curriculum.

At Walton we pride ourselves in the quality and variety of our curriculum.

Two distinctive elements of the WPMS curriculum are STEM sessions and competitive sports which we offer to pupils every week. STEM units complement and connect learning from other National Curriculum lessons and competitive sports afternoons provide sustained physical exercise for all students, aiming to encourage resilience, teamwork, and competition. In Year 5, pupils also take part in swimming lessons and we have our own forest school on our extensive grounds which is led by fully trained teachers.

Our curriculum intent at the subject level is defined through a set of endpoints, developed by curriculum leaders and shared with our staff. These endpoints are tailored to Year 8, and the sequence of units is designed from Year 5 onwards to ensure that our students acquire a deeper understanding and enhanced skills throughout their educational journey.

Subject handbooks containing these endpoints can be found on the school website.

Curriculum structure and sequencing

The KS2 curriculum has been designed so that 'horizontal links' can be made between subjects, if there is a natural link. These are aligned to the core text/unit being taught in English at KS2. The Y5 core curriculum has been designed to address gaps from Y3/4. In writing, we use the IPEELL method as a standardised approach.

At KS3 the English mastery curriculum (Education Endowment Foundation) is being utilised and adapted to meet the needs of the students at Walton Priory. This approach has a very positive impact on the quality of vocabulary and depth of understanding in many subjects.

The mathematics curriculum follows the White Rose small steps in line with our mastery approach.

The school uses STAR, a top quality, standardised assessment tool, to assess children's reading ages and this is utilised at the start of the academic year and at key assessment points. Accelerated Reader, part of this tool, is also used to identify reading levels and it ensures that books read are sufficiently challenging.

Inclusion and Enrichment

Our curriculum intent for all pupils is grounded in a knowledge-rich, concept-led philosophy, recognising and embracing the diverse needs of each individual. Our commitment to inclusivity is woven into every aspect of our educational approach, ensuring that every pupil can engage meaningfully with the learning experience. To achieve this, we employ a range of strategies tailored to the unique requirements of SEND pupils:

- Differentiated Instruction: We differentiate our curriculum to guarantee accessibility for all learners. This involves thoughtfully grouping pupils, providing personalised 1:1

support, and adjusting teaching styles and lesson content as needed. This ensures that each pupil can engage with the material at their own pace and level.

- Adapted Resources and Staffing: We invest in resources that cater to diverse learning styles and needs. Our dedicated staff members are trained to provide the necessary support to facilitate a conducive learning environment for all.
- Assistive Technology and Reasonable Adjustments: We actively embrace recommended aids and reasonable adjustments, such as laptops, coloured overlays, visual timetables, and larger font sizes. These accommodations are implemented to empower pupils with the tools they need to succeed academically.
- Tailored Teaching Approaches: We use a variety of teaching approaches and adopt strategies such as allowing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and incorporating visual cues alongside verbal instructions. These methods are designed to enhance comprehension and engagement for all learners.
- Promoting Cultural Diversity: Our curriculum recognises and celebrates the richness of cultural diversity, fostering an inclusive learning environment that reflects the varied backgrounds of our pupils. We integrate diverse perspectives, experiences, and voices into our teaching materials, ensuring that all pupils, including those with SEND, have access to a curriculum that is representative of a wide range of cultures.
- Enriched Extra-Curricular Activities: In addition to our core curriculum, we provide a wide range of extra-curricular activities which allow pupils to explore their interests and talents beyond the academic realm.

Through a commitment to inclusivity, differentiated instruction, and the provision of tailored support, we aim to empower every pupil to reach their full potential.