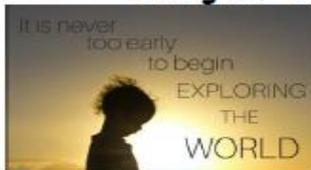


Whitstable Junior School

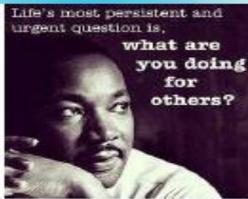
Our Curriculum

WJS Curriculum Drivers

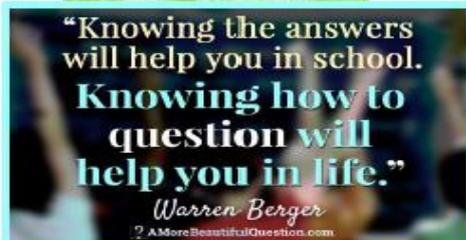
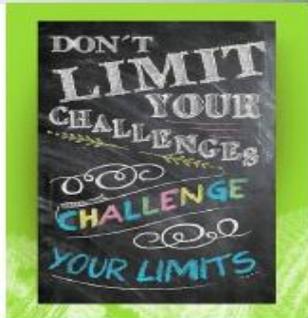
"Giving our children roots to grow and wings to fly."



Mistakes are proof that you are trying.



There are two things we should give our children: one is **roots** and the other is **wings**.



adventure

resilience

community

independence

challenge

curiosity

At WJS we believe that our children deserve and need us to provide much more than just the National Curriculum.

We know that we are responsible for successfully moulding the next generation, no matter what their starting point, so that they can succeed in later life. That it is our duty to ensure that what they experience at WJS is forming the basis for their life experiences, their life choices and how much they love learning. At WJS, we work together, as a team, with all staff and the community, to ensure that our children's learning experiences are relevant, exciting and help them to become the well-rounded, caring and successful adults that they can be... 'Learning today, for life tomorrow'. We ensure that our curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the all of the pupils in our school and the community they live in. We don't use any particular program or system rather we 'cherry pick' using a wide range of curriculum resources and combine them, with real life experiences and broad topical ideas/issues, which are, where possible, led by the children. Teachers work hard to support, challenge and enrich these experiences through exciting visits, inspirational visitors, life-like artefacts, memorable relevant themed days and weeks, exciting group experiences, purposeful projects and forging links with the community.

Our children have described some of their learning experiences as:

'So much fun, that they didn't even realise they were learning!'

The curriculum at WJS is underpinned by our curriculum drivers; adventure, resilience, community, independence, challenge and curiosity, which we constantly consider, when deciding how and what we teach.

Our school's values; respect, responsibility, fairness, trust, determination and caring are the behaviours we expect our children to show in our community and these are taught through a termly plan of assemblies and are embedded in other areas of the curriculum; ensuring that our children ultimately understand that 'everyone is different, but that we are all the same' and the importance of resilience and perseverance to achieve our goals is key. All our children voted for: '#chooserespect' during our yearly 'Anti-Bullying' week.

Our English and mathematics curriculum underpin the experiences of the children, which feed into a wide range of cross-curricular learning. We promote the importance of story-time and how the enjoyment of reading can shape and enrich our lives, along with valuing a diverse and rich vocabulary-based approach in all lessons, which can ensure deeper understanding and greater success for their later lives. Also, by embedding mathematical skills and knowledge through a cultural belief in a visual and conceptual approach to our teaching and learning, our children become efficient and confident mathematicians, through pursuing the question 'Why is this the answer?' rather than just teaching a procedure. As well as ensuring that basic skills, such as times table facts are learnt, embedded and reinforced consistently, in a fun and child-friendly way.

Our themed days and weeks (which are adapted each year based on topical issues) enable a range of deeper learning opportunities across the curriculum, as well as providing an opportunity to ensure we are current and purposeful. Children are able to take a lead in what they are learning with the support from our passionate subject leaders who provide expertise, support and are keen to promote a wide breadth of learning as a priority.

So far this year, children have enjoyed developing their understanding of important topics such as 'The Windrush Generation' and famous influential people such as 'Rosa Parks or Martin Luther-King', as well as more local icons such as Lewis Hamilton and Usain Bolt, during our Black History Week and then in our PHSEE lessons. Other opportunities have been through visiting our local war veterans and elderly residents of Bradbury Grange to learn about the war years during our WWI celebrations. Or through visiting local galleries in Canterbury, Whitstable and Margate, to study photography or learn more about the 'Plight of our Planet' and the war on plastic through local people such as George Hemming from '100 tons of plastic' - all of which are relevant and purposeful.

Children have embraced the different religions in our school, through celebrating World Religion day, empowering our children who follow Hinduism, Buddhism and Sikhism, to teach others in their class or year group about their culture and beliefs. Our current RE curriculum, has been updated to be in line with the new 2016 curriculum, encouraging children to discuss and reflect on key questions through Christianity, Humanism and Islam . We passionately believe that due to our demographic it is of paramount importance and our role to open our children's eyes to the wealth of different cultures and beliefs; helping to prevent future stereo-typing and segregation.

A range of specialist programs are used to support the learning journeys of our children so that all can succeed, for example in English we use the multi-sensory phonics program Read Write Inc, in maths we support using Making Numbers Matter and Success@arithmetic. For children with communication or motor skills difficulties we use programs such as Clicker, Communicate in Print, Clever Fingers and Fizzy. For children with well-being issues, which may be preventing them from achieving as well as they might, we use a variety of strategies from access to our well-being mentor or nurture group, to play-therapy, art therapy, social skills groups and resilience training.

Our outdoor environments, as well as the local community, such as the beach or Horsebridge centre, are considered an invaluable opportunity for active learning for all our pupils. The school grounds are being developed so they can enrich different curriculum areas, particularly science, where we have an outdoor learning classroom, but soon hope to further develop outdoor learning experiences similar to Forest Schools.

All our pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.