



West Witney Primary School and Nursery

Teaching and Learning Policy

(Including the Intent, Implementation and Impact of the Curriculum)

Summer Term 2026

Headteacher: *Mr S Birnage*

Chair of Governors: *Mrs Lisa Upson*

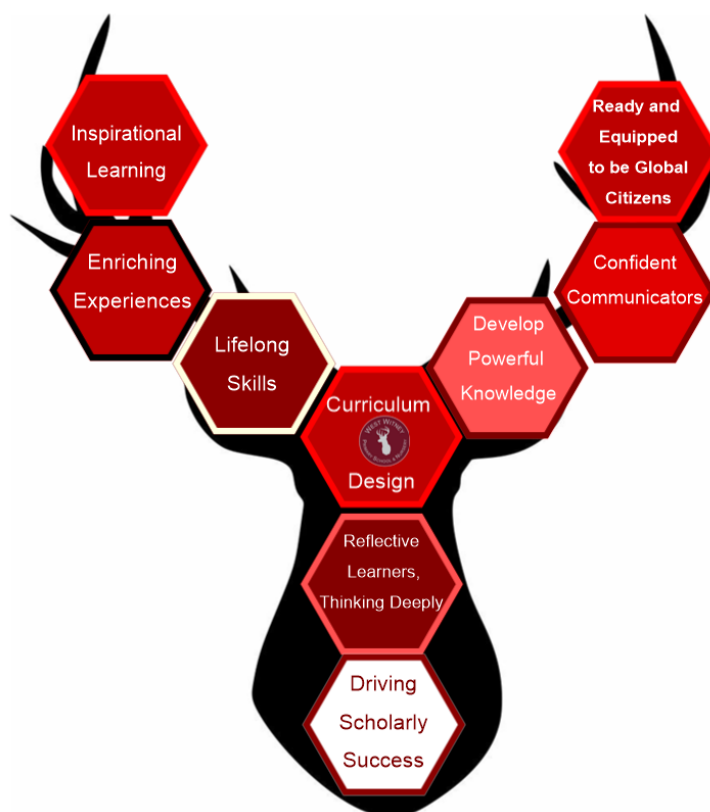
Review Date: Summer 2028

Curriculum Intent: Our Why?

Our Vision for the Curriculum at West Witney Primary School

Vision

At West Witney Primary School, we are an inclusive community where *limitless aspiration is nurtured for all*. We value each child as an individual with a unique potential for learning. Their natural **curiosity** is fostered through a creative and ambitious curriculum that excites and challenges, enabling all to be independent, **resilient** and successful learners and people generally. Our curriculum nurtures and prepares children academically, emotionally, socially, morally and physically for their continuing learning journey. This engenders **respect** to people, and the environment, around our pupils, encouraging the mindset to always meet situations with **kindness**. We want doors to be opened to future prospects, giving **all** our children equal opportunities and therefore provide a springboard to future success. Supported by a culture of equality and aspiration and a fostered environment that actively promotes diversity, we aim to remove disadvantage so that every child believes in themselves and can thrive. Through the curriculum, children develop an understanding of citizenship and are empowered to make valuable contributions locally and globally.



The Five Core Principles of Our Curriculum at West Witney Primary School

1. Driving Scholarly Success, Lifelong Skills and Enriching Experiences

Our vision/intent for the West Witney curriculum is to provide a comprehensive, ambitious and accessible educational experience that ensure scholarly success, develops lifelong skills and offers rich, memorable curriculum experiences to all by:

- Having an ambitious offer across all subject disciplines and beyond the taught curriculum.
- Nurturing social and emotional growth, as well as academic success.
- Ensuring we meet the needs of all learners in a fair and equitable way.
- Promoting a sense of personal belonging and place within our school community.

2. Inspirational Learning and Powerful Knowledge

Our skilled subject leaders deliberately and collaboratively design, sequence and continually review the curriculum which:

- Inspires passion for the subject and a love of learning.
- Allows learners to commit knowledge (in all its forms) to the long-term memory.
- Makes connections to prior learning and subject domains.
- Pinpoints and addresses substantive and disciplinary knowledge and misconceptions and is adaptive to learners' needs.

3. Confident Communicators

Within our curriculum there are frequent opportunities to develop the confidence and knowledge to communicate with clarity and sensitivity and to unlock the whole curriculum by:

- Recognising that communication and language are the foundations of thinking and learning.
- Reading academically challenging texts to improve vocabulary and reading fluency.
- Practising the articulation of thoughts and ideas to a variety of audiences.

4. Reflective Learners, Thinking Deeply

We ensure that all learners experience an excellent curriculum so that they:

- Understand the importance of knowledge and future learning and become active participants in their thinking.
- Cultivate critical thinking, problem solving and creativity.
- Experience awe, wonder, connection and success.
- See themselves as an active part of their learning journey and beyond.

5. Ready and Equipped for the Future as Global Citizens

Our curriculum allows learners the best opportunities to make a fulfilling, positive contribution to a democratic and diverse society by:

- Becoming well-rounded, knowledgeable and responsible citizens who are happy and mentally and physically well.
- Leaving our care as confident and curious young people, ready to engage with the next stage of their education, training and employment.

- Having the knowledge to understand and shape the world around them and to engage within it from a local and global perspective.

The Design of Our Curriculum at West Witney Primary School

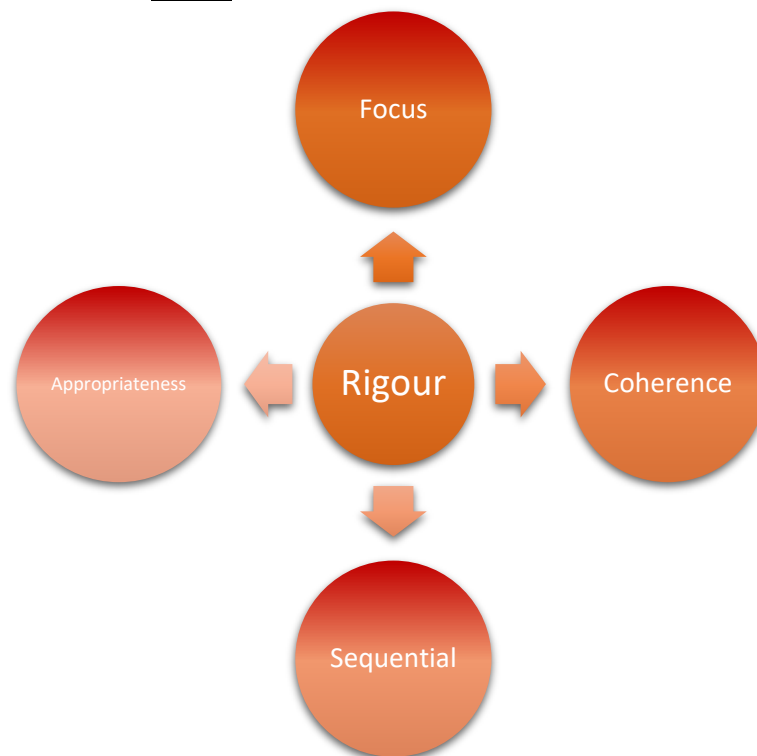
At West Witney, we have designed a curriculum, both within taught lessons and beyond them, that creates a structure and an environment where questioning, academic risk-taking, divergent thinking, rich discussion and the freedom to learn from mistakes are all encouraged. Our intent is that our curriculum will develop in our children the qualities of responsibility and independence, and a sense that learning can excite and continue throughout one's whole life.

Curriculum design is viewed by senior leaders, governors and teachers as an exciting, continuous and fluid process, which takes into consideration the needs, characteristics and interests of our children; their prior learning and experiences; and the statutory curriculum (EYFS Statutory Framework and the National Curriculum). The whole school community is considered in the design of the school's curriculum, and the views of pupils and parents are sought to inform policy and practice. Our curriculum is constantly evolving to ensure local, national, and global contexts are topical; that approaches to our ever-changing and often unknown world and technologies are embraced. We are proud to be an innovative school where current educational research and best practice informs our pedagogy.

As such, our annual School Development Plan (SDP) targets focus on innovative approaches, enhancing initiatives and maintaining high standards to ensure our curriculum is aspirational, dynamic and forward-thinking.

- Our curriculum content is **mapped** around **four fundamentals** that clarify our vision (FACS). This is to ensure a structured and progressive framework for the acquisition of knowledge and understanding, and the development of skills which leads to maximum progress for all children and long-term learning:
- **Focus:** Teaches the most important knowledge (in all its forms), skills, and key concepts.
- **Appropriateness:** Matches learning to each pupil's knowledge and skill level, motivates and engages all.
- **Coherence:** Explicit connections between subjects, units of work and experiences.
- **Sequential:** Carefully sequenced concepts, clear progression of knowledge and skills to ensure all pupils achieve well. New knowledge and skills build on what has been taught before and sets the foundation for future learning.

The four fundamentals ensure **rigour**, which is a key component of our curriculum design:



Through careful and considered planning, we aim to:

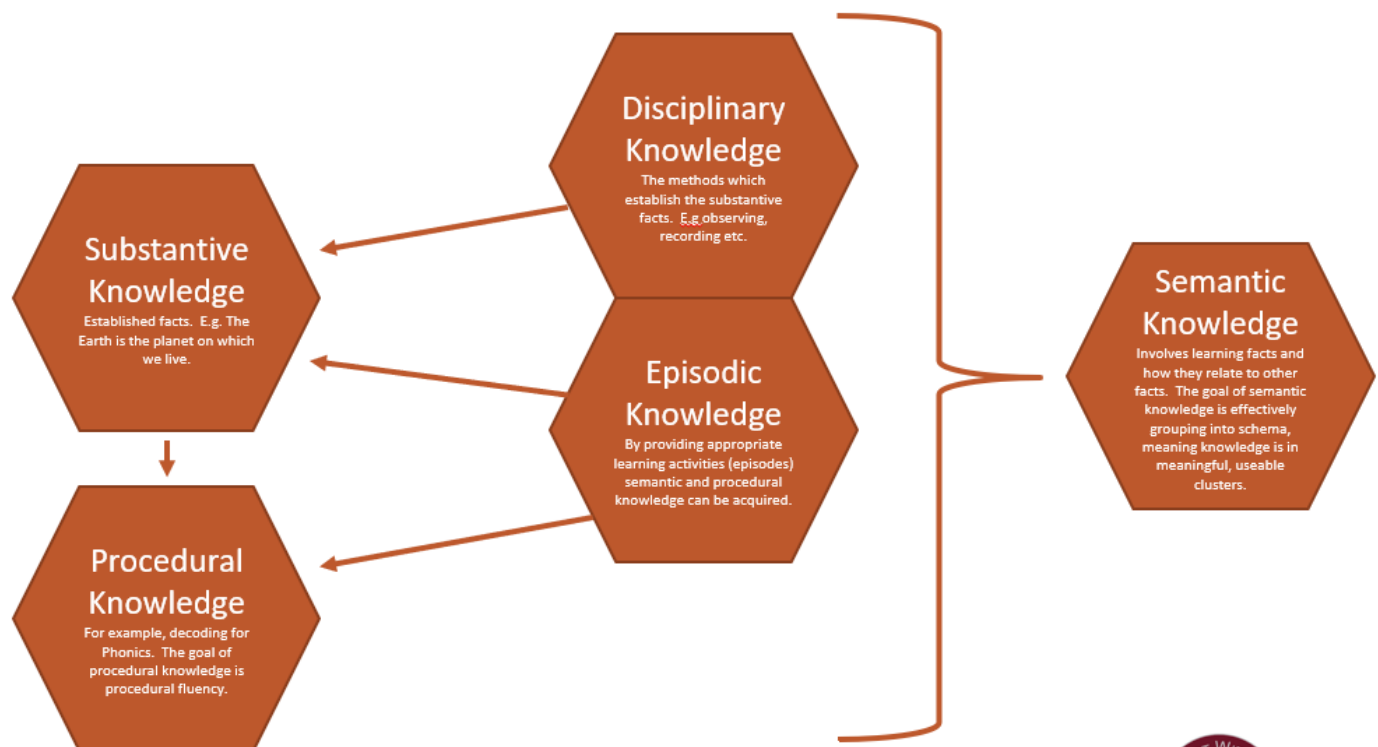
- Ensure all children are literate and numerate, recognising that a focus on reading, writing, speaking and listening and mathematics is fundamental to access learning across the curriculum.
- Develop children's enterprise skills for them to grow into innovative, creative, strategic-thinking individuals who are equipped with skills that underpin employability.
- Provide a self-reflective learning environment which enables children to know and understand what they are learning and why, and allow time to engage, reflect and review – including peer and self-evaluation.
- Foster an enjoyment of, and commitment to learning
- Grow Attitudes, understanding and skills to become successful, resilient and independent learners, promoting children's positive mental health and wellbeing.
- Cultivate positive learning and social behaviours through the teaching, development and understanding of our Core Values and 'British Values'.
- Encourage an appreciation and concern for the environment, both globally and locally.

Curriculum Implementation

How the planned curriculum (intent) is delivered to the children: the pedagogical strategies used to facilitate the highest-quality learning.

Knowledge acquisition is crucial to, if not the very essence of, learning. Knowledge hangs from key strands that run through each of our curriculum areas. Substantive knowledge is the driver of our curriculum. The West Witney curriculum is planned and delivered so that skills can be acquired and applied because of the knowledge taught.

Learning is a change to long-term memory, and everything in the long-term memory is Knowledge. Types of Knowledge can be categorised in several ways.



This model underpins the rationale behind our curriculum implementation

*Model developed from the work of Chris Quigley (2023)



Relevant, meaningful links between knowledge areas, skills and strands are made across different curriculum fields. This is so our teaching and learning is meaningful and more likely to be embedded into the long-term memory. The **Overview of Research** document provided in the 2019 Ofsted framework states that **"learning is at least partly defined as a change in pupils' long-term memory."** I.e. the knowledge acquisition (in its many forms). By creating

links and giving children meaningful and appropriate learning experiences, we are developing their semantic and episodic knowledge.

Pedagogically, central to our lesson design is the difference between substantive and disciplinary knowledge. Specific, substantive knowledge (the established facts) is mapped across year groups, forming the basis of our curriculum intent. Disciplinary knowledge is then planned in the form of 'Depth of Learning'. Using hierarchical learning verbs, deeper learning takes place, increasing the level of challenge for the children. With a variety of learning verbs used, children experience a wider breadth of disciplinary knowledge. The depth of learning increases the 'stickability' of the knowledge, making it more likely to be retained in the long-term memory. This ensures that our children are supported not just to '**know and remember**' but also '**to do.**'

Depth of Learning Statements (DOLs)

Depth of Learning Statements (DOLs) are used across the curriculum to ensure that all children are appropriately challenged and able to think deeply about the knowledge they acquire. These statements guide disciplinary thinking by moving children beyond simple recall towards increasingly sophisticated forms of understanding and application.

Using carefully selected hierarchical learning verbs, DOLs support children to explain, analyse, justify, connect, evaluate and create using the substantive knowledge they have learned. This ensures that children develop both secure knowledge and the ability to apply that knowledge in meaningful and purposeful ways.

The use of DOLs supports a mastery approach to curriculum design and implementation. Learning is deliberately sequenced so that children develop secure understanding before moving to greater depth and complexity: "**going slow to go fast.**" Through high levels of challenge, scaffolding and adaptive teaching, all children are supported to think deeply and work as experts within each subject discipline.

This approach strengthens retention, increases engagement and ensures that learning is not superficial, but embedded and transferable across contexts.

In addition to the depth of learning in a single lesson, we use retrieval practice as an effective teaching tool for strong retention of knowledge. Our curriculum supports schema development (a pattern of repeated actions, which will later develop into learnt concepts). The careful sequencing and revisiting of knowledge, skills and strands that build through our curriculum from EYFS to Year 6, mean our children are able to '**Know more-remember more**'.

Using the EYFS Statutory Framework (supported by Birth to Five Matters) and the National Curriculum, age-appropriate progression in knowledge and skills for each core and foundation subject has been identified and mapped out across the primary phases.

Although subjects taught as discreet subjects to ensure coverage of the main objectives and age-appropriate knowledge and skill development across the school, links are made where they are meaningful and appropriate. For example, the high-quality text choice in English, may be linked to the Geography enquiry question. We teach discreet subjects with an aim of

preserving the unique nature of each subject and allowing children to gain a better understanding of each subject discipline and knowledge.

Units of learning are carefully designed to capture the interests and imaginations of our children, within a local and global context. To ensure that progression and balance is maintained, with prior learning re-visited, the programmes of study are developed into medium-term plans which clearly highlight the learning objectives and the depth of learning ~~statements~~, which act as an incremental increase in the level of ~~challenging~~challenge, akin to the depth of learning seen in maths mastery. Also, within ~~the medium term plans, planning~~ is the Tier 3 vocabulary needed to be explicitly taught to unlock all forms of knowledge within, and crucially between, the unit(s) of learning. Carefully mapped Tier 2 vocabulary is also in place to strengthen understanding across the curriculum.

Foundational Knowledge

At West Witney, foundational knowledge sits at the very heart of our curriculum design. We believe that securing the “**nuts and bolts**” of learning is essential if children are to access increasingly complex knowledge, think deeply and apply their understanding successfully across the curriculum. Foundational knowledge provides the cognitive architecture upon which future learning depends; without fluency and automaticity in these core areas, working memory becomes overloaded and deeper learning is inhibited.

Drawing on cognitive science, we carefully identify, map and sequence the essential foundational knowledge and skills that pupils need at every phase and year group. These foundations are deliberately revisited, practised and strengthened over time so that knowledge becomes increasingly fluent, embedded within the long-term memory and readily available for application in both familiar and unfamiliar contexts.

Our approach prioritises “**keeping up**” rather than “**catching up**.” Through precise formative assessment, responsive teaching and carefully planned intervention, gaps are identified and addressed quickly to ensure children remain secure within the learning journey. Foundational knowledge is prioritised through curriculum design, timetabling, adaptive teaching and regular opportunities for retrieval and rehearsal. We recognise that frequent, deliberate practice is vital in developing fluency, confidence and automaticity.

The key foundational areas carefully mapped and progressively developed across the school are:

- **Communication, Language & Vocabulary**
- **Word Reading**
- **Spelling**
- **Handwriting**
- **Sentence Structure**
- **Number Facts**
- **Times Tables**
- **Calculation Fluency**

Within these areas, explicit teaching, modelling, scaffolding and guided practice enable pupils to develop accuracy, fluency and confidence. High-quality interactions between adults and pupils are central to this approach, particularly within the early years and Key Stage 1, where language development, oracy and early communication form the bedrock of future success. Staff deliberately extend vocabulary, develop pupils' ability to articulate their thinking and provide rich opportunities for speaking and listening across the curriculum.

Reading is given particularly high priority as the gateway to the wider curriculum. Teaching is rigorous, systematic and carefully sequenced to develop fluency, confidence and enjoyment. Gaps in reading, writing and mathematics are assessed accurately and addressed swiftly through targeted support and additional practice where needed.

By securing these strong foundations, we enable all children to access the full breadth of the curriculum successfully, develop increasing independence as learners and build the knowledge and fluency required for deeper disciplinary thinking and lifelong learning.

Concept Threading and Big Knowledge

Central to the design of the West Witney curriculum is the deliberate threading of four whole-school "Big Knowledge" concepts across all curriculum areas:

- Innovation
- Sustainability
- Community
- Leadership & Financial Wellbeing

These concepts provide coherence and connectivity across the curriculum, enabling children to make meaningful links between subjects, time periods, places and disciplines. Rather than existing as isolated units of study, learning is deliberately connected through recurring conceptual themes which are revisited, deepened and applied throughout a child's journey from EYFS to Year 6.

This concept threading strengthens schema development by enabling children to repeatedly encounter and apply important ideas in a variety of contexts. Through carefully planned revisiting, children are more likely to transfer knowledge from the working memory into the long-term memory. By explicitly drawing attention to conceptual links, children develop increasingly sophisticated mental models and a deeper understanding of how knowledge is interconnected within the wider world.

These threaded concepts also support our wider curriculum aims around relevance, meaning and purpose. Children are encouraged not simply to acquire knowledge, but to understand how ideas such as innovation, sustainability and leadership shape society, communities and their own futures. (see Appendix 1)

Concept Mapping and Sequential Knowledge Development

Alongside concept threading across subjects, each curriculum subject identifies and maps its own subject-specific concepts. These concepts are carefully sequenced and colour-coded across year groups to ensure progression, revisiting and increasing complexity over time.

Concept mapping enables teachers and children to clearly identify the “**golden threads**” running through a subject discipline. This ensures that substantive knowledge is not taught as disconnected information, but as part of a coherent and cumulative learning journey. Prior learning is continually revisited and connected to new learning, strengthening retention and deepening understanding.

From a cognitive science perspective, this deliberate revisiting and interleaving of concepts increases the likelihood of knowledge becoming embedded within the long-term memory. Children are therefore supported to “**know more and remember more**” through repeated opportunities to retrieve, apply, connect and extend their understanding.

Concept mapping also supports teachers in ensuring that curriculum delivery remains ambitious, progressive and balanced, with children building increasingly complex schema as they move through the school (see Curriculum Information Documents on the school website for more information)

In the humanities subjects (Geography and History) the unit is introduced and led by an inquiry question. High-quality enquiry questions enable students to develop both substantive and disciplinary knowledge simultaneously, giving focus and purpose to the learning. Curriculum ‘Wow’ Events are often used, to ignite children’s interest and motivation to learn; the culmination of units of work is a final celebration and showcase of the learning journey. We use every opportunity to capitalise on connections between subjects and develop and apply all important reading, writing, speaking and listening, and maths skills in a purposeful context.

West Witney's Know More, Remembering More Learning Journey

Link
it



Learn
it



Check
it



Show
it



Know
it

Prior to the Learning

The Learning Journey

End of the Learning

After the Learning

Link it

- Begin each new subject by prompting children to think about **links to** and within other subjects, prior learning experiences or experiences within their own lives.
- **Prompt** any links if natural links are not made or considered.
- **Prior learning tasks** to draw out existing knowledge and skills.
- Consider '**what**' children should learn and '**how**' children will learn it: **long-term memory** development.
- Introduce **vocabulary banks** (both Tier 2 and 3 words) and subject specific **knowledge organisers** to support the children's learning journey

Learn it

- **Initial hook** activities that develop **discrete subject** understanding: as a scientist, geographer, historian, artist, writer etc.
- Approaches consider **cognitive overload – small chunk learning** when introducing new content and concepts.
- Develop substantive knowledge alongside disciplinary knowledge, using '**depth of learning**' statements
- **Modelling and scaffolding** the learning – **I do, we do, you do** approach.
- **Adaptive instruction/inputs and resourcing** so all children can be successful in every lesson.
- **Vocabulary development** – learning new words and providing opportunities for **talk** to understand them, use, and apply them.
- Time to **practise** new learning with regular **check-ins**.

Check it

- Create opportunities for regular **check-ins** throughout the lesson to elicit children's understanding of the learning journey so far – adapt along the way if needed.
- **Active 'live' marking and feedback** to the children throughout to provide additional **support** and **challenge**.
- Use ongoing **mini assessments** to inform future planning and teaching.
- **Close the gaps as soon as possible** if children are not secure – include pre/post teaching interventions and additional resources, as appropriate.
- **Peer work** opportunities to share ideas and listen to each other's understanding of the learning.
- **Self-assessment** opportunities to develop metacognition.

Show it

- Opportunities to **celebrate** and **showcase** children's learning in a variety of ways: new knowledge and skills are clearly demonstrated.
- Evidence that **disciplinary** links with **substantive** knowledge: time for children to look at evidence that supports their learning; consider the impact of what they learn on their own lives or that of others today.
- Opportunities for **wider curriculum linked activities**: speaking & listening, drama, filmed outcomes, technological presentations, mind maps, independent writing, products (such as artwork or models), working walls to support knowledge and vocabulary development.

Know it

- Ongoing **retrieval practice** to check the learning has been retained – use outcomes of this to inform future planning, teaching and close the gap interventions.
- **Variety of retrieval practice activities** in place: speak like an expert, quizzes, flashcards, working memory challenge grids, analysing and connecting images, big idea discussions etc.
- Regular **return to learning** opportunities based on learning from this week, last week, last month, last term, prior key stage – make connections with all new learning themes.
- **Agreed whole-school approach** to subject specific retrieval practice – **know more, remember more**

Curriculum Impact:

The Difference Our Curriculum Makes

At West Witney Primary School and Nursery our belief is that **all children can, and will, achieve; we have the highest aspirations for all**. For this to happen, we have high expectations across all aspects of school life. Our aim is for all children to make very good progress from Foundation Stage and, by the end of Key Stage Two, do extremely well when compared with national and local results across all subjects at both the expected standard and at greater depth.

The stimulating curriculum we have designed prioritises core skills in English and Maths whilst actively encompassing the acquisition of knowledge and skills across all areas of the National Curriculum, ensuring strong meaningful links are made. The research-informed pedagogical practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality-first teaching, supported by targeted, proven interventions, where appropriate. With this intent and implementation, a strong, positive impact can be seen to children's outcomes.

The impact and measure of our curriculum is to ensure children not only acquire the appropriate age-related knowledge linked to the curriculum but also skills which equip them to progress from their starting points. In shaping our curriculum this way, progress is measured and evidenced for all children, regardless of their starting points or specific needs. Enjoyment of the curriculum promotes achievement, confidence, and excellent behaviour.

When our children leave us, as well as being ready for the transition into the KS3 curriculum, they have a wealth of transferrable skills and knowledge which has been developed throughout their time at primary school in an inclusive and nurturing environment. Our children enjoy lessons, and we believe this early love of learning stimulates children to become life-long learners. Our work on promoting social skills and character traits through our PSHE and Relationships curriculum, as well as directly linking to our values, which are the bedrock of our school, enables children to become excellent role models and aspire to be the very best they can be. Developing their independence, motivation and attitudes as learners, and their sense of responsibility as future citizens is at the heart of our teaching and learning.

We ensure quality-first teaching enables our children to develop their long-term memories and define their progress as **knowing more and remembering more**. Teachers and staff work hard to plan a broad, balanced, and ambitious curriculum which is expertly delivered to ensure a child's entire school experience enables them to develop a deep body of knowledge which will see them through to further study, work and a successful adult life in whatever pathway they choose.

We are proud that once the children from West Witney Primary School have moved on to secondary school, they have been supported through their transition; have been exposed to

rich vocabulary and have high aspirations and self-belief all through the teaching of this broad and balanced curriculum.

Assessment & Pupil Outcomes

Assessment should have a purpose, be meaningful, impact on outcomes and inform future teaching and learning. We use a range of assessment strategies to build a clear picture of the progress our children make. Greater detail is outlined in the school's assessment policy. Our teachers use formative assessment within every lesson which helps the teacher plan the next steps of learning, and regular 'check-ins' take place to shape and create a bespoke curriculum to meet the needs of our learners. Summative assessment weeks take place during each long term (3 times-a-year), with assessment data being gathered, analysed, and interpreted, with the support of SLT in Pupil Progress meetings. Robust gap analysis is undertaken which shapes the planning and provision, moving forwards. Bespoke support and interventions are put in place to accelerate the progress of any children who are not making the expected level of progress, or have a barrier to their learning.

In part, day-to-day teacher assessments and moderation, from a range of evidence, also helps to inform overall termly judgements being made. Children are expected to make good or better progress in all subjects and this individual progress and attainment is tracked and reported to parents in our 'snap-shots' that form the basis of our parents' consultation evenings and within end-of-term reports.

Class Teachers are responsible for the day-to-day organisation of the curriculum. The Senior Leadership Team and subject leaders monitor lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, that all lessons have appropriate learning objectives and well-considered support, scaffolding and challenge is provided for all learners.

Products of Learning and Purposeful Application

At West Witney, we believe that knowledge is most powerful when it can be applied meaningfully and purposefully. Through carefully planned "Products of Learning", children are provided with opportunities to apply, showcase and communicate their learning in authentic and memorable contexts.

Products of Learning enable children to demonstrate both substantive and disciplinary knowledge through purposeful outcomes such as presentations, debates, performances, exhibitions, technological creations, written publications, artwork, models, filmed outcomes and community projects. These opportunities allow children to connect classroom learning to the wider world and understand the real-life relevance of what they have learned.

This approach strengthens learning by creating memorable episodic experiences which support long-term retention. It also increases motivation and engagement, as children understand that their learning has value beyond assessment alone.

Importantly, Products of Learning ensure that children are not simply learning knowledge to be recalled in a test, but are developing the ability to apply, communicate and transfer their

understanding in meaningful ways. This supports deeper learning, stronger schema development and greater curriculum impact over time

The Role of Middle Leaders on ensuring Impact

Subject Leaders

Subject Leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given access to training and CPD opportunities to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and the professional practice of colleagues.

The role of the Subject Leader and/or team is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' progress in that subject area.
- Provide efficient resource management for the subject.
- Keep up to date with developments in their key area of learning at both national and local levels.
- Monitor how their subjects are taught through monitoring the medium- and short-term planning and conducting lesson 'drop-ins', ensuring that appropriate teaching strategies are used.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities (SDP).
- Lead sustainable improvement through supporting colleagues and others.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects
- Have a secure awareness of the schemes of work for EYFS, KS1 and KS2.
- Lead consultations when capturing pupils' thoughts to gain feedback about areas of the curriculum.
- Report to the Senior Leadership Team and governors on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Leader and/or team to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school, and plan for improvement - development planning links to whole-school objectives and priorities taken from the West Witney's School Development Plan.

Phase Leaders

Phase Leaders play an important part in the operational running on the phase. They ensure deadlines are met and the phase runs smoothly. However, their primary role is to ensure high

quality standards, agreed by the SLT, are met in their phase. Phase leaders will model the highest of standards in their classroom and outcomes. Phase leads will carry out:

- Regular monitoring of teaching and learning standards.
- Regular monitoring of feedback and marking
- Regular monitoring of behaviour and learning behaviours.
- Regular monitoring of inclusion of all children (SEN, PPG, EAL, CWCF, children known to social services).

Phase leads are expected to manage the monitoring within their own leadership time and feedback to their team and SLT. As well as monitoring standards, they should support, encourage and mentor staff in their team. They act as a pivotal link between the SLT and the staff in their phase.

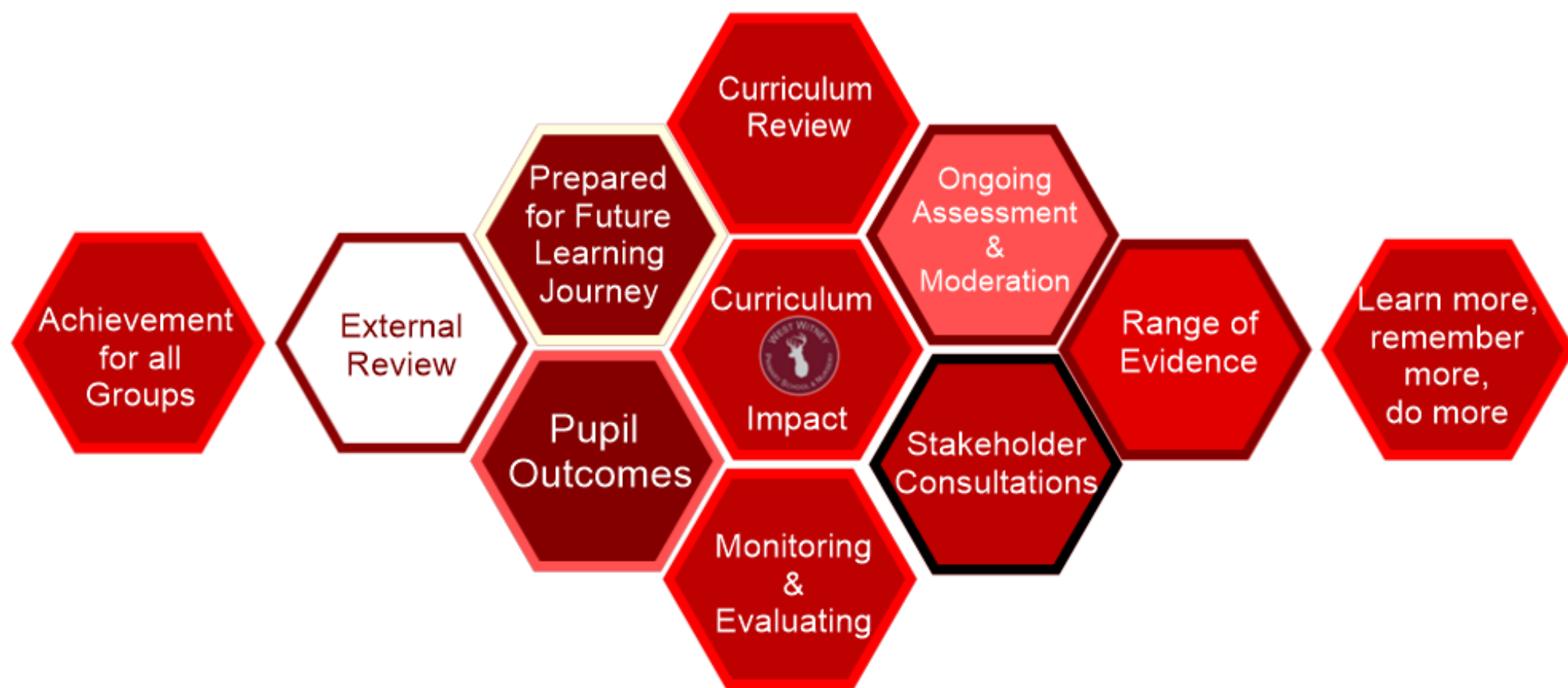
Governors & Accountability: Support & Challenge

Governors take an active role in supporting the implementation of our school development plan and curriculum review process. A termly schedule is in place to allow school leaders, with link governors, to see the school's SDP priorities in action across the whole school. Reports are shared with the Full Governing Board so that they are fully kept abreast. Where appropriate, governors will support curriculum reviews where the subject area links directly to their school development plan area.

Impact Review

We value the importance of and invest in the impact review process to ensure we maintain and improve our efficiency, leadership and pupil progress through self and external review. By working towards the highest standards, we ensure that staff fully support high-quality, inclusive teaching and learning. We work in partnership with the Local Authority, Eynsham Partnership Academy and wider school community to support and inform our monitoring and evaluation processes. These external reviews help the school to be outward looking and be challenged by educational experts with in their field. The benefits of our impact review process to our school are:

- Provides us with accountability at all levels, including goal setting
- Supports ongoing school development, including quality of education
- Enables professional dialogue and outward thinking
- Sparks innovation



Curriculum Impact: The Difference Our Curriculum Makes

Appendix 1

Big Knowledge at West Witney: Why Four Key Concepts, Thread Our Curriculum

At West Witney, we believe that a rich, meaningful curriculum is one where learning is not only memorable, but also interconnected. To support this, we have embedded a set of key concepts—**Innovation, Community, Sustainability, and Leadership**—across our foundation subjects. These four ideas form what we call **Big Knowledge**: the knowledge that helps children make sense of the world, apply their learning in real-life contexts, and grow into engaged, informed and curious individuals.

Why Concept Threading Matters

Within each foundation subject, we highlight key disciplinary concepts that connect units of learning across a year group and across multiple year groups. By mapping these concepts within a subject, we ensure that knowledge is planned for in a way that is both progressive and sequenced. This deliberate revisiting supports long-term memory retention, particularly when learning is repeated with purpose and connected through meaning (semantic links).

Taking this a step further, we have introduced cross-curricular concept threading—Big Knowledge—to deepen learning even further. By deliberately linking powerful concepts across subjects, we provide children with recurring opportunities to revisit, connect and apply knowledge in meaningful, purposeful ways. This allows for deeper understanding and helps children transfer learning across contexts. We believe knowledge is meant to be used, not merely retained.

Why These Four Concepts?

Innovation, Community, Sustainability and **Leadership** were chosen because they reflect both the wider world our pupils are growing up in and the distinct local context of our school. As part of the rapidly developing Oxfordshire region—including the Government-backed *Oxford North* project, which emphasises innovation, green energy and community research—our curriculum ensures children are equipped with the understanding and skills needed to navigate and contribute to a changing world.

Just as importantly, these concepts embody our aspiration for every child to be a lifelong learner. When children leave West Witney, we want them to be curious about the world, equipped with the tools to make a difference, and inspired to keep learning well into adulthood. These ideas also align closely with our school values: **Respect, Kindness, Curiosity**, and **Resilience**.

Each of the four concepts has been carefully defined to ensure consistency and rigour across subjects:

Innovation encompasses creativity, invention, progress, and design. It includes both historical and contemporary developments in science, technology, art, and culture. It

encourages children to see themselves as active problem-solvers and future thinkers who contribute new ideas to the world around them.

Community represents belonging, relationships, diversity, culture, and social responsibility. It includes an understanding of local and global communities and the ways in which people live and work together. It promotes empathy, service, inclusivity, and an awareness of others' needs.

Sustainability includes environmental stewardship, responsible choices, resource management, and the consequences of human action. It helps children understand their role in protecting and preserving the natural world, and links closely with geography, science, and global citizenship.

Leadership encompasses democracy, power, governance, and influence. It explores historical rulers, decision-making processes, legacy, ethics, and British values. Children are encouraged to develop agency and integrity, to think critically about leadership past and present, and to understand their own potential to lead with fairness and responsibility.

How Big Knowledge Comes to Life

- **Curriculum Mapping:** Each subject has its own concept map, and Big Knowledge concepts are deliberately planned across subjects to provide coherent, recurring learning opportunities.
- **Products of Learning:** These are purposeful projects or outcomes that allow children to apply Big Knowledge meaningfully. They are mapped to ensure pupils revisit and use what they have learned.
- **Enriched Curriculum:** Episodic knowledge—memorable learning experiences—is linked back to the four Big Knowledge concepts, reinforcing understanding and relevance.
- **Personal Development:** Our wider curriculum, assemblies, pupil leadership structures and enrichment offer are all aligned with the Big Knowledge threads and our school values.

Together, these approaches ensure that Big Knowledge is not a bolt-on, but a golden thread that runs through every aspect of school life—helping our children to connect, apply, and grow.

Appendix 2:

Foundation Subject Assessment:

The Rationale and Application and use of 'Products of Learning'

What is a 'Product of Learning'?

A *Product of Learning* is a tangible output that demonstrates children's understanding and application of knowledge.

Intent

At West Witney, we believe that education should not just revolve around abstract concepts or rote memorisation, but should engage students in the creation of meaningful products that reflect their learning. *Products of learning* serve as 'evidence' of how students can apply their skills in real-world contexts, thus fostering deeper engagement and retention of knowledge.

We plan for **diverse forms** of products, believing that learning should be visible in different mediums beyond traditional exams, quizzes and essays (written outcomes).

In certain circumstances, we believe students should have the freedom to express their understanding in various ways, tailored to their strengths and interests. This approach not only caters to individual learning styles but also enhances creativity, critical thinking, and problem-solving skills. By creating products, students take ownership of their learning, making it more personalized and relevant.

Furthermore, at West Witney, we strongly believe in the value of collaborative and interdisciplinary projects in which students work together to produce joint products. These collaborative tasks mimic real-life scenarios, where teamwork and communication are essential, building on elements of the hidden curriculum.

Products of learning are also a way for teachers to **assess students in a holistic manner, evaluating not just what they know, but how they can apply their knowledge practically.**

Ultimately, the intention behind *products of learning* is to ensure, with robust clarity, that our children achieve the highest possible standards in **all** subjects of the curriculum, engaging in a range of learning experiences, meaning our children enjoy and fully benefit from an enriched and diverse curriculum: this is the West Witney entitlement.

Implementation

The guiding threads behind our foundation subject assessment is that it should be **manageable, meaningful and motivating**.

Primarily in the foundation subjects, although not exclusively, *products of learning* are designed to be learning tasks that reflect the culmination of the substantive and disciplinary knowledge taught during a planned unit of learning. A child's capacity/ability to fabricate a *product of learning*, helps our teachers assess whether they are *Below, Working Towards, At, or Above* that of the Age-Related Expectation, in a particular subject. This is dependent on the quality of the product, which is in turn dependent on a child's retention and application of the planned-for knowledge. *Products of*

Learning are not used in isolation when arriving at summative judgements. The school has a holistic, subject-specific approach, laid out in *fig.1*. See *fig. 2* for clarity around what constitutes 'Above' or 'Worker at *Greater Depth* within the Expected Standard'

In the foundation subjects, summative judgements are made twice a year, in Terms 3 and 5. This contrasts the core subjects, where summative judgements are made three times a year during Terms 2, 4 and 6.

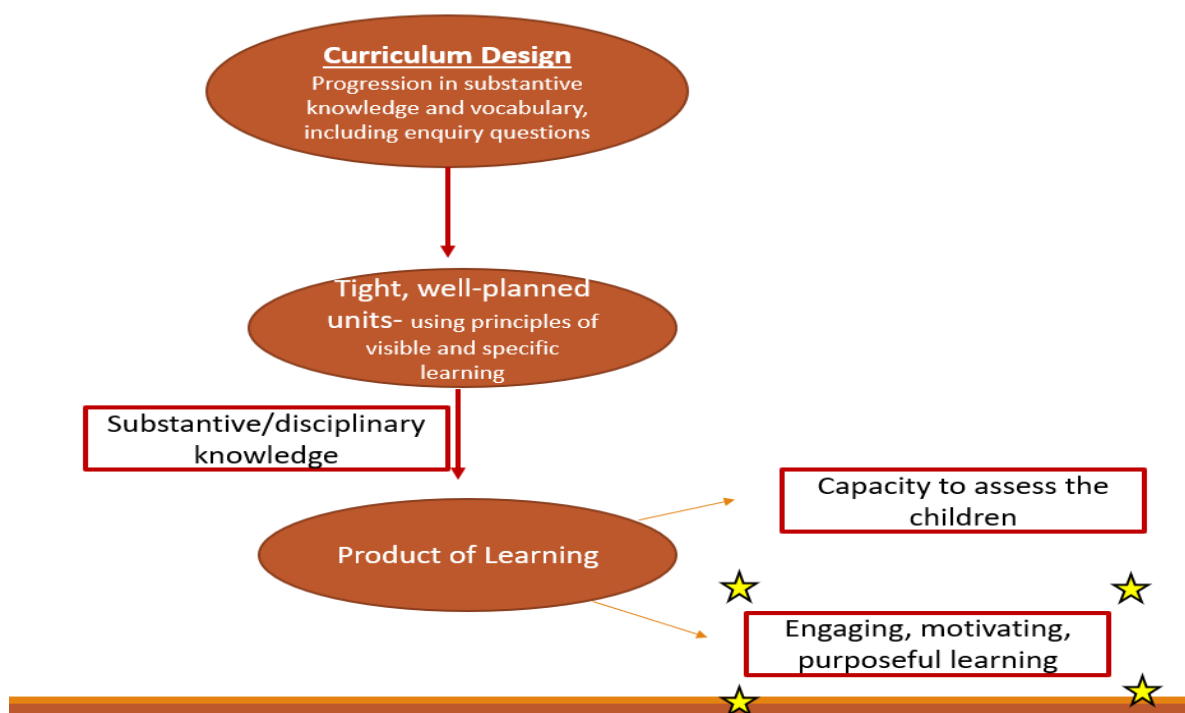
Metacognition:

Using *products of learning* as a significant vehicle for high-quality learning, gives further opportunity for the school's metacognitive learning approach to take full effect. Whilst engaged in the execution of products, children are explicitly taught and encouraged to use the 'Plan-Do-Review' method. Metacognitive modelling will have been used throughout the unit of learning, by 'expert learners' (the teachers). Although by no means exclusive to *products of learning*, teaching and developing metacognitive learning behaviours has a significant impact to our children in all areas of the curriculum. Extensive research, gathered and analysed by the Education Endowment Foundation (EEF) sites metacognitive learning to have the highest impact of any teaching and learning strategy that can be developed by a school, with a potential impact of seven months + additional progress, within an academic year. The metacognitive impact of *products of learning* is not merely related to a cognitive science element. Metacognitive learning also encompasses a child's motivation. By learning (and being assessed via) a more engaging method, through *products of learning*, our children are more motivated to achieve the highest standards possible. Professor Mick Waters' work on *products of learning* uses the equivalent phrase: *Models of Excellence* and *Beautiful Work*. This exemplifies the intention for children to be fully motivated to aspire to the highest outcomes possible.

Curriculum Design:

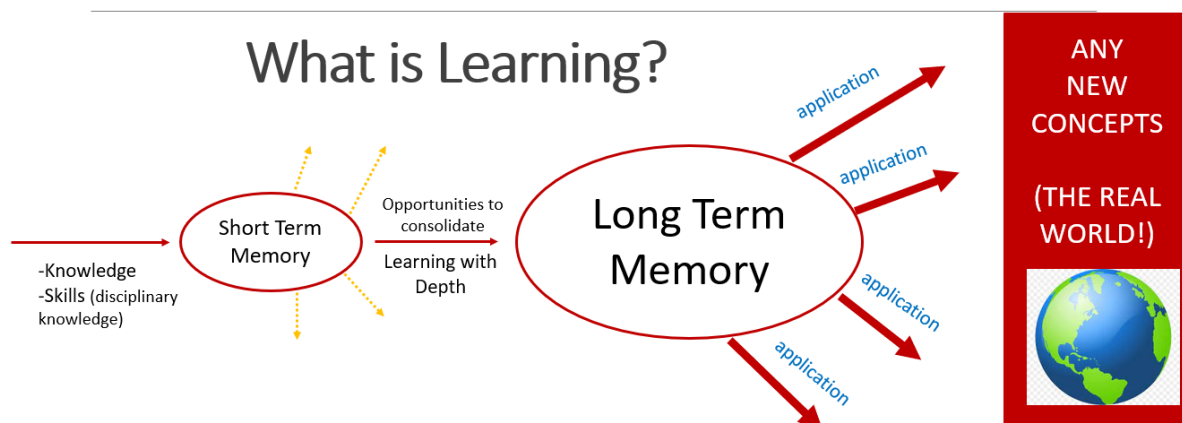
The rigor of our assessments and most importantly, the impact to the children, significantly relies on a well-designed, sequential curriculum, where progressive substantive and disciplinary knowledge has been carefully mapped in all subjects. High-quality assessment and impact to children can not happen without a high-quality curriculum. What the children are being assessed on, must come from the planned curriculum. The planned learning is always at the forefront. Using this carefully mapped substantive and disciplinary knowledge, *products of learning* are then planned for as the culmination of a unit of learning.

At West Witney, our teachers skilfully design *products of learning*, that are carefully mapped across the curriculum. The mapping is overseen by the Senior Leadership Team and subject leaders. This ensure a wide range of products, ensuring a wide range of purposeful learning experiences.



Real-World Contexts:

Our curriculum has been designed so that knowledge, in all its forms, is taught and retained as fully as possible. Meaningful experiences, to develop episodic knowledge and interdisciplinary products, to develop semantic knowledge, ensure the fullest coverage of knowledge delivery, retention and application.



***Learning with greater depth, partly through exposure to a range of meaningful learning experiences, means knowledge is far more likely to pass from the short-term to long-term memory, ready for application: this is the very essence of learning.**

Purpose and Audience:

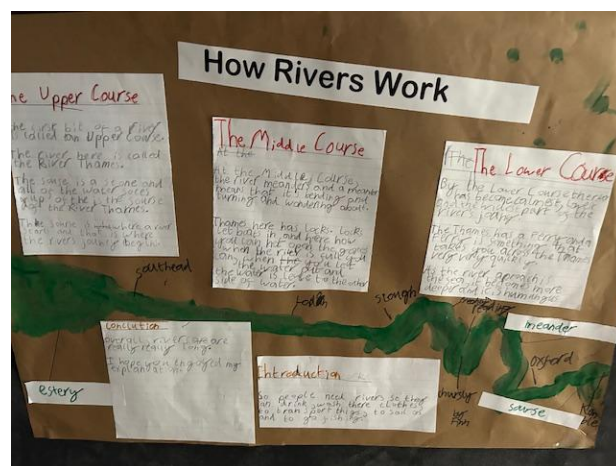
An additional strategy to give meaning to the application of knowledge is to give purpose to the products of learning and an audience. An example could be a written letter to lobby the local MP for

change, regarding a local issue, or to bring awareness to an issue. An 'audience' can come in many ways, including children's peers, another class, staff, school visitors and parents. Showcase events, where parents are invited into school to appreciate the children's products of learning are planned **twice a year**. This planned-for purpose and audience is aimed to foster personal pride for our children in their achievements and a strong intrinsic motivation. Showcase events could be viewing a drama production, a concert, art gallery, etc.

Examples of Products:

Written Products	Constructed Products	Digital Products	Oral Products	Other Products
Writing (across a range of genres/purposes)	Artwork (drawings, paintings, sculptures etc)	Photographs	Dramas	Instrumental Pieces
Posters	Models (Physical or Digital)	Podcasts	Debates	Performances/Demonstrations (particularly in PE)
Reports	Exhibitions	Documentaries	Presentations	Experiments
Diagrams	Prototypes	Short films or animations		
Maps				
Charts				
Pictures				

***The products of learning are categorised so that when mapping the products across the curriculum, we can ensure a diverse range of learning opportunities for the children to base showcase the learning outcomes and their attainment in a unit of learning**



***Products of learning is one, albeit major, facet of our methodology of foundation subject assessment. Formative assessment strategies are at the forefront of adaptive teaching and unit planning. Also, a range of methods are used to arrive at summative judgements.**

Impact

Accurate assessment allows for:

- The highest possible standards of learning (outcomes), for **all** our children across **all** subjects.
- Teachers able to plan and adapt their teaching to tailor lessons and provision more specifically to the children's needs
- Subject leads to have better oversight of their subject, with better quality information to then drive strategic improvements (being data smart).
- Parents know very clearly how their child is achieving in **every** subject

Products of Learning:

- Children's increased pride, motivation, engagement and enjoyment of school
- Children receive a broad range of learning experiences (episodic knowledge)
- Purposeful learning outcomes, built around semantic knowledge
- Metacognitive learning behaviours that are transferable to all curriculum areas and the wider world.





Figure 1. Subject-by-Subject Assessment Methodology

Science	Geography	History	RE
Marking the assessment grids in the books, for each lesson. Even if no recording is present. WT/ARE/GD Gives targets to the kids, acting as formative assessment. Will give secure detail to make a summative judgement. - Impact Reviews - Intra-school moderations (learning check, in books) - *Arrive at Below/At/Above decision	DOLs Even if no recording is present, the DOLs must be stuck in for the lesson and actioned. Enquiry question answered Use of a products of Learning to help assess the key intended learning (knowledge) from the unit. At the end of T3 and T5 each teacher to provide subject lead with two pieces of work for each level (WB, WA and GD) to build up a book of examples. -Impact Reviews -Intra-school moderations (learning check, in books)	DOLs Even if no recording is present, the DOLs must be stuck in for the lesson and actioned. Enquiry question answered Use of a products of Learning to help assess the key intended learning (knowledge) from the unit. At the end of T3 and T5 each teacher to provide subject lead with two pieces of work for each level (WB, WA and GD) to build up a book of examples. -Impact Reviews -Intra-school moderations (learning check, in books)	Success Criteria is provided for each lesson by the RE scheme. Even if no recording is present, the Learning Objective and Success Criteria must be stuck in for the lesson and actioned. Enquiry question answered -Impact Reviews
Art	DT	Music	
-DOLs *Even if no recording is present, the DOLs must be stuck in for the lesson and actioned. No enquiry question as not relevant. -Products (piece of art) How does the product reflect the intended learning/knowledge acquisition for the unit. WT/ARE/GD decided on product and DOLs across the unit. -Impact Reviews	-DOLs *Even if no recording is present, the DOLs must be stuck in for the lesson and actioned. No enquiry question as not relevant. -Products (piece of art) How does the product reflect the intended learning/knowledge acquisition for the unit. WT/ARE/GD decided on product and DOLs across the unit. -Impact Reviews	From the knowledge for the unit (recorded in the CIDs) teachers to make a WT/ARE/GD judgement. The product of learning will usually be an end of unit performance or composition. -Impact Reviews	



PE	Computing	French	
From the knowledge for the unit (recorded in the CIDs) teachers to make a WT/ARE/GD judgement on ScholarPack The product of learning will be a game/match that generally takes place in last 1/2 weeks of the unit; final gymnastic /dance routine. Using the Whole Class Unit assessments from the PE planning website, assessment can also be made on some objectives during the lessons prior to the final match/routine. The Whole Class assessment should be adapted to WT, WA, GD. The assessment tick boxes can also be enlarged so the initials can be added to the WT and GD box. Notes can be added to aid future planning. -Impact Reviews	-From the knowledge for the unit (recorded in the CIDs) teachers to make a WT/ARE/GD judgement. -We need a product of learning to help assess the key intended learning (knowledge) from the unit. (i.e. outcome of coding, on-line safety poster, successful journey of bee-bots etc) -Impact Reviews	-We need a product of learning to help assess the key intended learning (knowledge) from the unit. (i.e. a conversation, poster, list of words etc) -Impact Reviews	

Figure 2. What is 'Greater Depth'?

