



St. Andrew's VA Primary School Curriculum Policy

Our school values provide an overarching ethos for all of our curriculum activities

**We know that God loves us and we show this by being loving,
honest and respectful.**

Work Hard, Be happy and safe, Aim High and Know that God loves us.

Introduction

At St. Andrew's School, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all of our children to achieve the highest possible standards and develop their skills to become lifelong learners. We aim to deliver this through a creative curriculum which is broad, balanced and relevant to the needs of all children whatever their ability. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Aims

The aim of this policy is to help ensure that the curriculum we offer our learners is:

- Imaginative and innovative, promoting high achievement and maintaining learners' interest through subject and skills which are interlinked to enable learners to make relevant connections;
- A rich and varied programme of activities and experiences provided for all learners, within and beyond the school day.

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of IT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- help children develop intercultural understanding and understand their role as responsible citizens;

In developing the creative curriculum we want to focus on developing and consolidating core skills through a flexible curriculum which:

- promotes learning through investigation and research – the enquiry model;
- promotes hypothesis and curiosity;
- promotes risk-taking and an understanding that mistakes are learning opportunities;
- enables pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develops children's capacity to learn and work independently and collaboratively;
- enables children to respond positively to opportunities, challenge and responsibility;
- enables pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

We have developed our curriculum based on the National Curriculum (2014) to ensure coverage of the statutory expectations. We have reviewed each subject's knowledge, skills and vocabulary and have included additional aspects to each subject that we feel are appropriate and that also need to be taught. The curriculum has been designed with the principles of breadth, engagement and depth in mind to ensure that it enables children to experience wider opportunities, increase and deepen their understanding and be delivered in the most appropriate way for them. (see Curriculum Statement Appendix 1)

The curriculum is taught through some discrete subjects (Mathematics, RE, some aspects of literacy). We also have "theme" topics which may have a central focus on Science, Geography or History. These topics may incorporate aspects of English, Music, Technology, IT, Mathematics, Art and RE.

Medium term plans contain the detail of the work to be covered with a progression of skills sheet, a Broad Outline, a Knowledge Organiser and a Parent Planner.

Each Key Stage has a planned Opportunities map that supports the delivery of the curriculum with activities / visits/ experiences that we feel are important for a child's academic and personal development.

Early Years Foundation Stage (EYFS)

In the Early Years stage we provide a stimulating and challenging place for your children. We aim to help them settle as quickly as possible so they feel safe and secure in their environment. You can help your child to settle into school by encouraging them to be as independent as possible.

We offer a wide range of experiences to address the needs of the whole child and the Foundation Stage curriculum requirements. We encourage the children to learn by first-hand experience through their careful structured play activities.

The Foundation Stage covers all aspects of the current Foundation Stage curriculum:-

- Personal, social and emotional development.
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

NB The EYFS Curriculum is due to change considerably from September 2021.

Roles and Responsibilities

The Headteacher has overall responsibility for the leadership and development of the curriculum but delegates responsibility to key staff:

- Subject Leaders support classroom teachers and keep up-to-date with national and local initiatives.
- Class teachers ensure that the curriculum is taught and that children's achievements and progress are assessed and recorded.

Monitoring and Assessment

The Governors monitor the effectiveness of the curriculum at Committee level and at whole Governing Body meetings through the termly Headteacher's report. The staff will review our curriculum Intent, implementation and impact at the end of each academic year to ensure that we can demonstrate and evidence the impact of our developed curriculum.

Quantitative data is collected in English, Maths, RE and the EYFS, three times a year, and is analysed to ensure good progress for all.

In all subjects, teachers use a reflective approach and consider previous planning, marking, children's assessment of their own learning and outcomes to ensure that all children have equal access to our curriculum and make good progress.

This policy has been prepared with reference to and consideration of:

- The Equality Policy;
- The Child Protection Policy;
- The Equal Opportunities Policy;
- The Special Educational Needs Policy.

It fully supports the principles outlined in each of these policies.

Ratified by the Curriculum Committee : September 2020
Reviewed: Autumn 2020
To be reviewed annually



Curriculum Statement 2020 - 2021

Our curriculum has been designed with the principles of breadth, engagement and depth in mind to ensure that it enables children to experience wider opportunities, increase and deepen their understanding and be delivered in the most appropriate way for them. It is underpinned by ensuring that we champion the culture and climate we value at our school and ensure that challenges and opportunities are given to all children to enhance the range, diversity and experience they have.

INTENT

We believe that all children should feel clever and experience the feeling of accomplishment in a wide range of areas in their time with us. Our curriculum, therefore gives them a varied mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our thoughtful design and planning of our curriculum.

Our climate for learning provide the following drivers that underpin all areas of our curriculum:

- Possibilities – which helps children to build aspirations and know how possibilities are available for their future lives
- Opportunities – which will build the children's knowledge and skills and provide the children with a thoughtful range of experiences within an enriched and immersive environment.
- Growth – to focus on the children's personal development to include physical, mental and spiritual development as well as developing their love of learning and helping them to become creative and independent learners.

We have a coherently planned curriculum which is centred around a thematic approach. It is progressive and all teachers are secure in their subject knowledge and clear about the knowledge and skills that have been linked to prior learning. Within each topic children will look at areas of learning across all subjects as outlined in our curriculum model and map. This is to encourage children to apply their skills and knowledge across a range of subjects and time periods and to make links wherever possible. To ensure that our teachers plan for a breadth and balance of subjects across the curriculum they map these out so that they have 'leading' subjects and application subjects. This ensures that individual subjects are always given a focus within any themed topic.

IMPLEMENTATION

We start our topics with a 'Wow' opener (e.g visit from a dinosaur) and include a 'spotlight moment' (trip or visitor) to fully engage and enthuse the children. We plan a wide and varied range of activities across all subjects to suit different learning styles which include first hand learning experiences to consolidate learning. Teachers are able to use their areas of interest and expertise to build a broad, interesting and engaging curriculum. We believe that learning should be based around the crafts of learning (how will children become the best learners they can be) and we ensure that we provide the best environment to nurture our children to become 'bubbling learners'.

Parents are sent out a parent planner to show which areas are to be covered within each subject and children are given a knowledge organizer to outline the expected learning for the topic. This will contain facts, concepts and key vocabulary to be learned as well as some interesting information/ Big Questions to engage them in their learning. These are collated so that the children can refer back to them over the year/s.

During the year we also plan whole school themed days/units of work with the aim of focusing, stimulating and challenging children within all areas of the curriculum.

The curriculum is well supported with quality resources and we ensure that texts used within a topic are ambitious and of high quality. These may be used within Literacy or as topic based learning which ensures that the children are applying their writing and other subject skills across the curriculum.

Maths, English, Science, Religious Education and Personal Social Health Emotional (PSHE) are taught discreetly with cross curricular links identified wherever possible. Work is carefully differentiated to ensure that there is challenge for all children at all levels. Throughout all areas of the curriculum we teach, model and discuss the values which underpin the Christian ethos of the school.

Our curriculum is organised to enable the widening and deepening of essential knowledge, skills and understanding. To do this children do not just cover the curriculum but repeat it over and over – each time returning to areas so that the children gain a more insightful and deeper understanding of the skills and processes within subjects. We refer to the 6 R's of our curriculum (*Repeat, Relearn, Revisit, Recap, Review* and do you *Remember*) and make authentic connections to support our longitudinal learning. This is how we aim to embed learning and to build on their knowledge and skills to deepen understanding across the curriculum and across the years.

IMPACT

We need to be able to define how we will assess and evidence the impact of our curriculum. This is the focus of our work on the curriculum this year.

Currently our thinking is that we may design assessment type activities that provide children with opportunities to show and demonstrate their understanding and application of the skills they have been taught. We will also base our evaluations on or around a series of questions and answers that we should then be able to evidence. For example:-

Do children relish demanding work and demonstrate ambition?

How do lessons improve long term memory?

How well do children master what is taught?

Do children succeed and enjoy their learning?

Do teachers and children thrive?

Do children know / learn the key concepts across the curriculum?