Sarum St. Paul's CofE (VA) Primary School

Curriculum Policy

Sarum St Paul's approach to our curriculum, teaching and learning and assessment

"Rooted in love, growing together"

Ephesians 3: 17 - 18

As a Church of England school, we believe that every child is wonderfully and uniquely made in the image of God, with the potential to thrive and flourish. At the heart of everything we do is our Christian vision, **'Rooted in love, growing together'.** Our four Christian values of **Love, Community, Courage and Growth** are rooted in this vision, shaping our school community and our curriculum.

Our vision and values underpin our curriculum, inspiring us to provide a vibrant, creative and inclusive learning experience where every child is valued, nurtured and encouraged to achieve their full potential. Through a broad, balanced and engaging curriculum, we aim to ignite curiosity, foster a lifelong love of learning and provide opportunities for every child to grow academically, socially, emotionally and spiritually.

Purpose

The purpose of the Curriculum Policy is to:

- fulfil the aims of the school through a consistent approach to delivering the curriculum for pupils in Key Stage 1 and 2 and delivering the EYFS framework.
- deliver the requirements of the National Curriculum
- provide broad, balanced and effective learning experiences for all our pupils
- ensure progression of the curriculum and skills
- raise standards of attainment
- ensure the curriculum is active and relevant for pupils
- ensure the curriculum is accessible, engaging and memorable for all pupils

It makes explicit to all teaching staff, the shared and agreed:

- **intention** of the curriculum at Sarum St Paul's CofE (VA) Primary School
- strategies for **implementing** the curriculum at Sarum St Paul's CofE (VA) Primary School
- parameters for evaluating the **impact** of the curriculum at Sarum St Paul's CofE (VA) Primary School

The national curriculum

What is the National Curriculum?

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Every state-funded school must offer a curriculum which is balanced and broadly based and which:

• promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
• prepares pupils for the opportunities, responsibilities and experiences of later life.

Aims (taken from the National Curriculum)

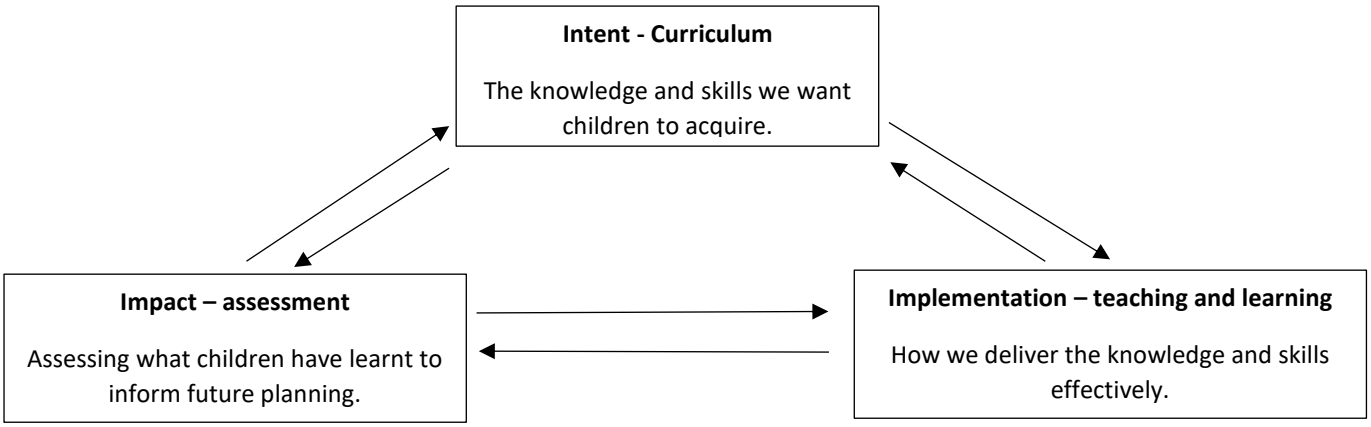
3.1 The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
3.2 The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Structure (taken from the National Curriculum)

3.3 Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages
3.4 The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the National Curriculum programmes of study is taught to all pupils.

Our curriculum at Sarum St Paul's

We strive to implement a creative and exciting curriculum that promotes a love for learning and allows our pupils to achieve and thrive as they progress through the school. At Sarum St Paul's we believe that the curriculum, teaching and learning and assessment are inherently linked together and aligned to ensure that all of our pupils are learning effectively and are making good progress.



(Model from 'Retrieval Practice: Primary – A guide for primary teachers and leaders' written by Kate Jones)

INTENT

We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential and grow a love of learning. Our curriculum promotes pupils' spiritual, moral, social and cultural development and aims to prepare all pupils for the opportunities, responsibilities and experiences of life in modern Britain. The school curriculum provides opportunities for all pupils to learn and to achieve.

We strive to make our curriculum creative and stimulating for learners, by choosing curriculum units that will motivate and bring a desire to learn.

Our curriculum is regularly reviewed and matched to our pupils' needs and interests as well as taking into consideration current affairs, local events and needs, statutory requirements and wider opportunities. We spend an INSET day every summer term evaluating and reflecting on our practice and making adaptations as needed. We are proud of our curriculum's sequence and delivery and the impact it has on our pupils. Children are motivated and engaged, they live out our vision of 'rooted in love, growing together' and they leave our school well prepared for Key Stage 3.

What do we want a Sarum St Paul's pupil to be when they leave our school?

Thoughtful	Grateful	Content	Resilient
Creative	Caring	Have a growth mindset	Hard working
Have a love of learning	Kind	Have had fun	Open minded
Friendly	Happy	Loved and show love	Empathetic
Truthful	Independent	Have perseverance	Polite
Courageous	Have a sense of belonging and community	Compassionate	Enthusiastic

These characteristics and traits will be grown through our creative curriculum so children are given the opportunity to flourish. We aim to ignite and instil a passion for learning whilst developing each child as an individual.

The structure and organisation of our curriculum

At Sarum St Paul's School, we value greatly the importance that all subjects play in the development of our children in order to ignite and instil a passion for learning. There is evidence that teaching subject knowledge and skills as part of a wider topic-based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are likely to be more engaged in their learning if it has a context and theme that runs through it. Sarum St Paul's School has therefore developed a thematic curriculum to deliver the National Curriculum and other aspects of the school curriculum, including PSHE, British Values and Social, Moral, Spiritual and Cultural education.

Curriculum map

We have a whole school 'umbrella topic' each long term and classes focus on curriculum areas relevant to their year group objectives for History, Geography, Art and DT. These subjects run on a 2-year rolling programme of curriculum units for Key Stage 1, Years 3/4 and Years 5/6. In the Foundation Stage the units are shorter and more fluid and engage children through their interests, real life events and the early learning goals. They converge with the Key Stage 1 topics where appropriate. All other subjects are on a one year programme for individual year groups.

In addition the umbrella topic may feed into other subjects when appropriate. The learning in each subject is linked to prior knowledge, curriculum strands and progression of skills and knowledge. The umbrella topics provide opportunities for whole school projects, events, trips and collaborative work and opportunities to see how curriculum areas fit in to 'the bigger picture'. We take into account any relevant topical events or anniversaries both locally and nationally. Where appropriate cross-curricular links are made.

Through our plans we set clear learning objectives and ensure the National Curriculum strands have been covered. Curriculum maps are produced for each class outlining the coverage of the whole curriculum and a specific page is dedicated to the History and Geography knowledge and skills in addition. These are shared with parents at the beginning of each topic and made available on the school's website.

In addition to the two-year curriculum map, we have a separate curriculum overview and progression of knowledge and skills for mathematics. More detailed, small step planning is then completed for each year group.

Progression of skills

Each foundation subject has a 'Progression of Skills' document which outlines the journey of a Sarum St Paul's child. These skills will be covered over a two-year rolling programme and are used to assess children's progress and attainment in foundation subjects.

Enhanced Provision to support our Curriculum

At Sarum St Paul's Primary School, we value the importance of first-hand experiences. The aim of educational visits is to enhance the pupils' learning for deeper understanding. Educational visits can range from *'Welly Walks'* around the local area, trips to our church, St.Pauls or trips further afield such as to the Roman Baths or the Milestones Museum. Every year, pupils from Year 6 are provided with the opportunity to take part in a residential trip.

We also invite visitors into school to lead sessions. The aim of welcoming visitors into school is so that they may share their knowledge, skills, experience and expertise with our pupils, first-hand.

We plan themed days and weeks to enhance learning, these can range from RE Encounter Days, Wellbeing Week, Creative Arts' week or themed days depending on events or topical days. In addition, we seek to enhance our pupils' learning through developing a positive relationship with our local community.

IMPLEMENTATION

Teaching and learning

At Sarum St Paul's, we ensure that we constantly reflect on our teaching and learning practices and we strive to implement strategies that are research based and impactful. We have used information and research from the Education Endowment Foundation about Quality First Teaching to strengthen teaching and learning in our school.

Quality First Teaching

At Sarum St Paul's quality first teaching is the golden thread to teaching and learning in our school. We use the 'Five-a-day' principles to ensure all of our pupils receive high quality, inclusive teaching. Teachers are flexible in their approach to ensure they meet the needs of all pupils and the five principles below are used interchangeably to ensure all pupils can learn effectively. The below gives a general outline of some of the strategies we use within each of the five principles.

Approach	Definition	What does this look like at SSP?
Explicit Teaching	Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.	• Modelling from teacher. • Guided practice as a class. • Independent practice for independent application of learning. • Continuous provision to embed independent practice in EYFS and Y1. • High quality questioning. • Assessment for learning (e.g. use of mini whiteboards) to check understanding. • Hot marking when appropriate to check understanding. • Use of 'my turn, your turn'. • Displaying instructions. • Opportunities for challenges.
Cognitive and Metacognitive strategies	Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning	• Teachers modelling their own thinking aloud. • Retrieval practice (scafolded). • Links to prior learning. • Start of day activities for retrieval. • Learning in small steps. • Visual reminders. • Modelled learning displayed. • Working walls in most subjects. • Supportive resources relevant to subject. • Practical resources. • Learning mats/prompts/vocabulary sheets. • Opportunities to plan work. • Paired talk. • Self and peer assessment. • Opportunities for evaluating work.

Scaffolding	When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term	• Modelling. • Guided practice. • Learning in small steps. • Supportive resources relevant to subject. • Scafolded tasks when appropriate (e.g. closed activities). • Steps to success/toolkits. • Differentiated work when needed. • Work adapted to meet the needs of individual pupils (e.g. written to visual). • Mixed ability groups. • Working walls in most subjects. • Adult support. • Addressing misconceptions with whole class, groups or individuals. • Visual prompts. • Use of visualizers. • Use of mini whiteboards.
Flexible Grouping	Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.	• Choose groups based on AFL within the lesson/no fixed groups • Same day interventions based on misconceptions for core subjects. • Mixed ability tables. • Changing spaces regularly. • Hot marking when appropriate to identify who needs support when. • Use assessment for learning to identify groups that need additional support. • Group work in mixed ability. • Flexible differentiation when needed. • Interventions to support specific needs.
Use of Technology	Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.	• Visualizers. • Videos in class and on seesaw. • Use of interactive whiteboard. • Seesaw to promote apps and learning. • Camera/ipad to share photos and videos. • Seesaw to encourage home learning. • Children sharing learning on seesaw. • Sound field and microphones. • Interactive resources. • Ipad apps

IMPACT

Curriculum Monitoring and Review Evaluation

Curriculum Monitoring and Review Evaluation is essential for the planning and development of the curriculum. The Head teacher and Deputy Head teacher are responsible for the overall curriculum, with Subject Leaders responsible for leading different curriculum areas.

The Subject Leaders monitor and evaluate their subject, they share the outcomes of their monitoring with staff and governors. Monitoring tasks may include: book scrutiny, pupil voice, lesson observations or skills monitoring. Subject leaders meet report to governors and discuss subject development and evaluation of impact of monitoring tasks. Subject Leaders may also provide training, support to colleagues and to identify next steps for improvement. It is the role of each Subject Leader to keep up to date with development in their subject. They are released regularly to review the way the subject is taught in the school, ensure this is full curriculum coverage and that progression of skills and knowledge is planned for.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects and school development plan priorities liaise with the Curriculum Leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject. The Curriculum Committee focus on the milestones of the school as well as reviewing reports from governors on subject visits. Subject leaders produce an annual report to the Curriculum Committee as well as sharing case studies of excellent practice.

Assessment

At Sarum St Paul's we strive to use continual formative assessment, using assessment for learning within lessons to ensure that we can support pupils, address misconceptions and challenge pupils at the right time to ensure they make good progress in their learning. In English and Maths, teachers assess each pupil against the curriculum objectives throughout the year which supports with planning and adaptive teaching to ensure all pupils are supported, challenged and making progress in their learning. In addition, we use summative assessment when appropriate and when it will have impact on teaching and learning.

English, Maths, Science and RE data is inputted and collated on Insight at the end of every long term based on teacher assessment. Y2 - 6 (statutory in 6) children complete formal assessments at the end of each long term in maths and reading. This is used alongside teacher assessment to track children's progress and attainment. Data is analysed by the Senior Leadership Team, Subject Leaders and governors. Non-core Subject data is also tracked using Insight. Data on Insight indicates whether pupils are working below, at or above age related expectation. This information informs future planning and support.

'The curriculum leader is passionate and highly knowledgeable about the schools curriculum intent, implementation and impact. They were able to provide good commentary to support the rational of their curriculum. This was evident from their effective explanation of the work pupils had undertaken and the rationale for it.'

'The pupils work observed from books is challenging and matches the aims of the curriculum. It is well planned and sequenced towards building sufficient knowledge to aid understanding.'

'The sequencing of the curriculum enables all pupils, including disadvantaged pupils to build on their knowledge and skills.'

School Improvement Advisor visit February 2022.

Research references:

The Education Endowment Foundation
Retrieval Practice: Primary – A guide for primary teachers and leaders' written by Kate Jones

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