



St Mary's C of E School
LEARNING WITH HOPE

Curriculum Policy



An Baya

TOGETHER WE CAN MAKE A DIFFERENCE

Date agreed by Governors:

Signed

Head teacher

Signed

Chair of Governors

Curriculum policy for St. Mary's C of E Primary School

1. Rationale

The intent of the curriculum and the way it is implemented is crucial to the development of the child as a learner both in terms of the 'learning power of the mind' and in 'training the habits of the heart' (Richard Layard, A Good Childhood).

2. Introduction

At An Baya Schools, our vision of '**Together We Can Make a Difference**' underpins our bespoke curriculum. The children learn about people, things and places that have made a difference and they are given the opportunity to make a difference themselves in planned opportunities. The curriculum at An Baya makes a difference to the lives of the children as it inspires them to achieve their full potential and leads to raised aspirations.

Our curriculum plays a key role in delivering our mission statement to educate all children spiritually, intellectually, socially, morally, aesthetically and physically by following the example of Jesus in the gospels living out 'life in its fullness.' We aim to achieve this by:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Hope and Aspiration** by providing a safe, nurturing and caring environment where all children can take risks, build resilience, flourish and demonstrate courageous advocacy in action.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.
- **Educating for Dignity and Respect** by promoting perseverance, generosity, and courage so that children leave our schools equipped with the character virtues to make a difference

Daily life at St Mary's is underpinned by Christian values in particular our core Christian values of Hope, Generosity, Perseverance and Courage. We use the story of Zacchaeus from Luke 19 as our key Bible story to show these values in action. Our curriculum has been uniquely designed to teach our children to be courageous advocates so that they too can learn to make a difference, living out our strap line of "**Learning with Hope.**"

3. Curriculum Intent

At St Mary's, we pride ourselves in being a fully inclusive school. We aim to inspire and enthuse children to achieve their full potential in every area of learning, developing belief, ambition and aspiration for all. In designing our curriculum, our objectives were to:

- Ensure our curriculum is broad, balanced, and coherent
- Build on the mastery principles ensuring that knowledge is deeply understood and embedded before moving on.
- Design a spiral topic curriculum that builds on prior learning. Learning needed to progress is clearly identified in our topic overviews.
- Develop discrete skills in each subject area. Ensuring each child builds a concept base in each subject and the sequence of teaching carefully revisits and builds on previous concepts.
- Give high emphasis to opportunities for furthering English skills in different contexts. The teaching of English and language is given high priority at St Mary's. We know from our assessment on entry data, that this is an area of need for our children
- Teach the curriculum in an age-appropriate way adopting the best practise for each stage of children's development. Learning in EYFS looks different to learning in Year 6.
- Make learning memorable by having a planned sequence of high-quality educational experiences outside of the classroom linked to the topic being studied.
- Use the uniqueness of the school's setting as a resource for learning and extending learning beyond the classroom.
- Make meaningful cross curricular links between subject areas so children learn to connect ideas.
- Improve local, national and international links with the school and to teach children about our local Cornish identity, British Values and to prepare children for the wider world in the 21st century.
- Improve pupils' involvement in their learning through strong assessment for learning strategies. We strongly believe in children developing metacognition skills to self-assess and improve their work.
- Provide planned opportunities within each topic for children to develop an awareness of their own spiritual development and opportunities to reflect on this. The focus here is again on developing the children ability to express ideas and thoughts.
- Work with parents/carers to involve them in their children's learning by sharing topic leaflets with parents and carers. The aim of this involvement is not the final outcome but the process of the child and parent/carers being jointly engaged in a topic activity helping to embed children's spoken language skills and be a vehicle for parental engagement with the child's learning.

4. Curriculum implementation

Our curriculum is enquiry based so that the children develop a sense of curiosity about their learning. Each topic is based around a question designed to engage, excite and enthuse. We help children to develop the skills they need to express their own well-balanced, thoughtful opinions. To facilitate this, the curriculum has a strong emphasis on vocabulary acquisition, language, communication and reading at every key stage.

First-hand learning experiences have been carefully planned to make the best use of our unique location and to make the learning memorable. Each year group has a Cornish element so that the children learn about where they live in Penzance and that it is part of a special place called Cornwall in the UK. Regular visits in the local area include Penlee Park, the beach, Morrab gardens, Penlee Museum, Porthcurno Telegraph Museum and Geevor Tin mine. Further afield the children also visit the Royal Cornwall Museum, the Eden Project, The Houses of Parliament, The British Museum, Natural History Museum and The Science Museum.

The topics have been deliberately planned so that the children not only learn about their immediate community of Penzance in Cornwall but that of the wider world. The children explore global issues and how they can be 'courageous advocates' in each year group and make a difference both locally and globally.

Curriculum Implementation Detail:

Early Years Foundation Stage

In our EYFS unit we want every child to have the best possible start to their learning journey at St Mary's. Our child led EYFS curriculum enables them to fulfil their potential, building a foundation for igniting curiosity and enthusiasm for learning, forming relationships, and thriving. Our Early Years team promote and expand language acquisition between children and their peers in an enabling, language rich environment. By responding to their individual interests and needs, the children are equipped to build on, extend their learning and develop secure attitudes to learning ensuring they are ready for Key stage 1.

The curriculum is carefully planned to meet all the requirements of the Early Years Statutory Framework programmes of study and Early Learning Goals through a 'child centred' approach. We understand that for our children to be successful in their learning journey we must ensure we take into account and use the overarching key principles that underpin our curriculum; a unique child, positive relationships, enabling environments and learning and development.

The individual needs, interests, and development of each child in our care, is paramount and we use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. When working with the youngest children, to ensure a strong foundation for children's development, we concentrate on the three prime areas.

The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

Learning is seen as a continuum and therefore consideration is taken into place to ensure that our curriculum supports children in their readiness for Year 1 and their journey into Key stage. *For more details please see the EYFS Policy.*

Children in Reception class also take part in whole school activities such as assemblies, themed weeks and any whole school ‘making a difference’ activities. These learning opportunities are crucial to ensuring that children in pre-school and reception feel a strong sense of belonging to our school and experience our core Christian values and ethos in action. This enables us to build a strong cohesive school community.

English

Our English curriculum is designed to immerse children in rich language so that they can become articulate and confident learners. We do this by exposing the children to a wide range of high-quality literature, both to explore deeply and to listen to for pleasure. We continue this through our writing curriculum, children are given access to language rich texts that they explore and collect language from, in order to use it within their own writing. As much as possible, but only where suitable, we use personal experiences to drive the writing opportunities that we provide the children. These are inspired in many different ways, including through the use of our local environment.

Maths

At St Mary’s, we believe that everyone can do maths. We use teaching for mastery approaches and small step teaching to develop mathematical understanding. Maths is an abstract subject but we aim to develop understanding using the CPA (concrete, pictorial & abstract) approach. Children use a range of manipulatives to build a conceptual understanding of the topic before using numbers. Children solve problems by thinking mathematically but this needs to be taught and developed from a young age.

Science

Curiosity and excitement are essential in Science and this is achieved through carefully planned enquiries, the use of equipment and questions. The curriculum is designed to progressively develop the children’s vocabulary and knowledge in the subjects they learn. Where appropriate links are made to the wider world, where children consider how they can, together, make a difference. These links have become increasingly embedded at St Mary’s with the links to environment, our location by the sea and the changes in climate.

Religious Education

At St Mary’s School we follow the Cornwall Agreed Syllabus for Religious Education where 50% of the curriculum time is spent on separate Christian units. 25% of the time is spent on Multi-faith units (Muslim, Jewish Hindu). The other 25% is spent on thematic units (where religions are compared) and Curriculum Kernewek (religion and belief in Cornwall). The long-term plan for Religious Education across the school follows a spiral curriculum so that the concepts and knowledge are always built on prior learning. Each unit of work explores a key question and encourages the children to make sense of beliefs, understand the impact of these beliefs and to make connections. The Christianity units are taught using the Understanding Christianity teaching resource.

Physical Education

Our PE curriculum uses the YST Complete PE scheme. This focuses on the development of the whole children through high quality PE; Physical ME (Physical Learning), Social ME (Social Learning), Thinking ME (Cognitive Learning) and Healthy ME (Emotional Learning). These aspects are developed through a carefully mapped spiral curriculum which will respond to the needs of children and group. The broad themes in PE also reflect our emphasis on values and learning attitudes promoting courage, perseverance (resilience), trust, respect, resourcefulness, and reflection.

Foundation subjects.

Our curriculum is enquiry based so that the children develop a sense of curiosity about their learning. Each topic is based around a question and we help children to develop the skills needed to express their own well-balanced, thoughtful opinions.

Knowledge overviews

Each topic has a knowledge overview for the teacher to refer to.

This gives the national curriculum links, shows where the knowledge fits in the St Mary's progression, provides background subject knowledge for the teacher and 'I can' key assessment statements/outcomes for the children.

Knowledge organisers

Age-appropriate knowledge organisers are used to help children to focus on the key learning and to acquire a breadth of vocabulary for each topic. These include what the children already know, key vocabulary and key leading to acquire from studying the topic. At the beginning of each unit of work, we encourage children to record what they already know about the topic and discuss what they would like to find out. This is then revisited at the end of the topic to show the impact of the learning. Teachers use marking ladders to assess against topic 'I can statements' and inform future learning.

Creative Arts

We embed our Art, DT and, where appropriate, music objectives into each class topic. At St Marys, we give children every opportunity to express themselves creatively. Each year, the children learn an instrument through whole class tuition from Cornwall Music Service Trust. This gives all children from every background an opportunity to learn a new skill.

PSHE

We place a high priority on the teaching of PSHE at St Marys. It is carried out not simply in the classroom but it underpins our school ethos. The three core aims of Health and Well Being, Relationships and Living in the Wider World are taught discretely through our topic work or through separate lessons.

5. Curriculum Impact

We aim to achieve at least good progress from starting points and aim for every child to reach age related expectations and narrowing learning gaps. We are aware that all children learn at different rates and have different needs. Our SEN team are effective at targeting support to those who need it so that we narrow gaps in attainment. Learning will be

measured by the acquisition of knowledge and skills in each curriculum subject. This will be by formal assessments, written work or discussion with a child.

By the end of their learning journey at St Mary's, our children will have acquired life-long learning behaviours ensuring they are ready for their next stage in education. The children will be able to demonstrate generosity, courage and perseverance in their daily learning. They will recognise how they have made a difference and how they can continue to make a difference in the future.

6. Definitions

- Curriculum – all the subjects that are taught to the children from year 1 – 6. (Foundation stage have a different curriculum –see Foundation stage policy)
- Pedagogy –the methods used for teaching
- Cross curricular – where an activity meets objectives from a range of subjects
- EYFS – Early Years Foundation Stage

7. Responsibilities

The Head teacher is responsible for:

- ensuring that there is provision for all curriculum subjects
- ensuring that learning is excellent for all children
- ensuring that all staff are trained to a high standard to deliver the curriculum and lead their subject areas effectively.

These areas will be reported on to governors regularly who will hold the head teacher to account on curriculum coverage and standards.

Subject leaders need to ensure that

- Ensuring that all aspects of their subject are covered in our curriculum and that the learning in their subject is of a high standard.
- Monitoring learning in their subject
- Maintaining subject leader files
- Developing actions plans as required for their subject develop
- Support and advise colleagues to ensure the highest possible standards in each subject.
- Ensure that the subject is well resourced and relevant CPD is provided.

Class teachers are responsible for

- Day to day planning, teaching and learning
- Assessment
- Differentiating work to meet the needs of children in their class. Regular consultation with our SENDCo and Inclusion Co-ordinator facilitates this.

- Providing good quality marking and feedback that moves the learning forward (see Teaching and Learning Policy and Marking and Feedback policy)

Teaching assistants are responsible for:

- Day to day delivery of the curriculum supervised by class teachers.
- Following explicit guidance from the class teacher to support identified children with their day-to-day learning
- Providing feedback to the teacher about the learning needs of the children they assist.

8. Assessment

EYFS Assessment

Assessment plays an important part when we plan activities and support our children. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves us knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. We involve parents at every step of our assessment from our Baseline assessment, through to the summative assessments made at the end of their EYFS journey.

Year 1-6

At St. Mary's we use a variety of assessments to build a picture of a child's achievements. These include daily observations and formal assessments termly NFER assessments for Reading, Grammar and Punctuation and Maths.

Day to day teachers continually assess the impact of their teaching, evaluating whether the WALT has been achieved and adapting, delivery of the lesson and planning as appropriate in reaction to this ongoing assessment.

In all other subjects at the end of each topic it is decided whether the child is developing, secure or exceeding the average expectation for the year group. At the end of the school year this assessment information builds up a picture of the child's overall understanding in the subject. This is reported to parents and carers. All information is shared with the next teacher to help with continuity of provision.

Subject data is collected and analysed by the subject leaders, who use the information to critically assess their subject and inform for action planning for further improvement.

9. Monitoring and evaluation

The Head Teacher, subject leaders and teaching staff will regularly review this curriculum policy using rigorous monitoring to gauge impact of our intent and implementation.

We will monitor delivery through lesson observation, book scrutiny and pupil conferencing

We will celebrate positives and highlight areas of development This way we will be moving practise forward and responding proactively when evaluating data and information from pupil conferencing and pupil voice.

10. Meeting Individual needs

Children with SEN

At St Mary's C of E School we are sensitive to the varied individual needs of pupils and use a flexible, graduated approach to support specific needs and differing abilities.

We endeavour to promote collaboration between school, parents and other agencies in order to meet individual needs in an inclusive organised, robust and carefully considered manner. We aim to ensure that pupils are provided for and targeted support is given to enable pupils to fully access the curriculum effectively. This could include specific child centred interventions that are fluid and flexible to suit pupil as their individual needs change.

Children on the school's graduated response to individual needs at SEN support or children with a statement/EHC plan have an individual Provision Plan. Specifying what is 'additional to' or 'different from' the main provision to enable the children to flourish.

Action points on the plan are generated with the class teacher, parents/carer, child and the SEN team. The child has a personal copy of action points work towards. Individual Provision Plans are regularly reviewed in line with our Access, Plan, Review cycle.

Children in receipt of Pupil premium

Each child in receipt of Pupil Premium is carefully monitored to ensure that the child is attaining well and making good progress. Gaps in learning and provision for additional opportunities are identified and resources deployed to strive for there to be no gaps between pupil premium children and their peers.

English as an Additional Language (EAL)

We recognise the additional needs of EAL learners, identify the specific areas of need of each of these learners and deploy teaching assistants and resources to address individual or group language needs.

The teaching assistant works closely with the class teacher and activities include facilitating acquisition of English, pre-teaching subject specific vocabulary and concepts, working on higher levels of comprehension and grammar specific areas to enable EAL learners to make good progress and attainment at least in line with their peers.

11. Equal Opportunities

We are committed to providing equal opportunities for all our children and ensuring that **all** children have access to the full curriculum.

12. Health and Safety including risk assessments and online safety

All trips and visits will have risk assessments prior to taking place. Some practical activities in the classroom will also need separate risk assessments. It is the class teacher's responsibility to assess the activity and inform the subject leader. The subject leader will ensure that the appropriate risk assessments are produced prior to the activity taking place.

These will be written in consultation with Andrew Varker, Polly Taylor or Hilary Tyreman.

On-line Safety

All pupils and staff need to have signed our Acceptable Users Agreement on internet and digital images. See also our on- line safety policy.

Safeguarding and Prevent Duty

All staff must follow school policy and procedures on Safeguarding and the Prevent duty.

13. Parental involvement

At St. Mary's we believe that education works best when working in partnership with parents and carers. All parents and carers are given a topic leaflet each term outlining the main objectives to be covered and detailing how to support this.

Homework

Children are given homework as set out in our Homework policy. We encourage parental involvement in learning, encouraging parents to hear their children read, support them with their homework and also to get involved with the children's Home-Learning projects. The main objective is for children to talk to their parents/carers about their learning in school and together explore a different aspect of the topic.

Open ended homework tasks are set linked to the topic. A grid is given to the child with ideas that links the topic to different curriculum areas. The aim of the task is to foster creativity and obtain a variety of outcomes. All work is celebrated and shared with pupils. Certificates are awarded to all children who complete a home school project.

14. Governor involvement

Governors with subject links are invited into school regularly to monitor subject learning. These reports are then shared at governors meeting and points of action noted and acted on.

15. Volunteers

We encourage parent volunteers to help with different aspects of the curriculum, most notably reading. All volunteers have DBS checks, receive induction into school and those working on reading are given advice on our reading methods to help children improve in this area.

16. Monitoring of this policy

The head teacher, subject leaders and the governors will monitor the implementation of this policy.

17. Resources and links to other policies

Our curriculum policy is linked to all other subject area policies and to our Teaching and Learning policy and Behaviour for Learning Policy