

East Crompton St George's CE Primary School

Curriculum Policy Autumn 2020



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Review Date: Autumn term 2023

Head Teacher

At East Crompton St George's we let our LIGHT shine

Love of Learning. Independence. God in our Hearts. High Achieving. Together as One Family.

Introduction

At East Crompton St George's CE Primary school the curriculum is specifically tailored to meet the needs of our children - academically, spiritually, socially and in their knowledge of the World. We aim to offer our children the best educational experience possible in order to prepare them fully for the lives they are going to lead. All young people are individuals and our curriculum recognises this, striving to overcome any barriers to enable all individuals to achieve their full potential. We want our curriculum to be engaging and informing so that children are motivated, curious and inspired, enabling them to become lifelong learners. It should promote in children a self-belief, self-confidence and provide opportunities for children to develop resilience, skills and a breadth of knowledge across all subject areas.

Our curriculum extends beyond the formal requirement of the National Curriculum as we recognise that this is only part of what our children require. Of paramount importance within our curriculum are the values, skills and abilities we feel our children will require in order to take their place in the world as a global citizen. These will enable our children to be compassionate, resilient and driven leaders of the future, who hold strong Christian values, so that our young people develop imagination; creativity and insight; are able to reflect on their learning, their experiences and their lives; can find deeper meaning, a sense of purpose and inner peace.

Our curriculum is designed to provide rich and varied learning experiences to meet the needs, interests and aspirations of all learners, within and beyond the school day. It is underpinned by a clear whole school vision within our Mission Statement and a set of key principles.

Key Principles:

- Breadth of Experience
- Resilient Learners
- Socially Responsible
- Vocabulary Rich
- Rich in Spiritual, moral and cultural learning

EC St George's CE Primary school curriculum meets the requirements of the 2014 National Curriculum and is designed to reflect the needs of our school community. We aim to ensure that the curriculum is exciting and challenging, reflecting and nurturing children's interests and needs and celebrating traditions that are important to our community with a strong Christian influence, as well as developing knowledge, understanding and acceptance of other cultures, traditions and faiths. Links between subjects are made where possible to ensure an engaging and relevant context within which to learn. We strive to create and provide opportunities for the children to develop their creativity and imagination; promoting new interests and an awareness of the wider world. We are fully committed to teaching vital life skills children need in order to be safe and happy in and out of school.

Aims

The national curriculum provides pupils with an introduction to the essential knowledge 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.

The national curriculum is just one element in the education of every child and at ECSTG we seek to offer broader experiences than the national curriculum alone.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils spiritual, moral, social and cultural development.
- Support pupil's physical development and responsibility for their own health and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

Christian Values and Ethos

As part of the process of designing the curriculum for each year group and term, careful consideration has been made to ensure we thread our school values of 'Let your LIGHT shine' within each topic, ensuring this is incorporated into and lived out through teaching and learning. Therefore, our curriculum seeks to enable pupils to:

- Develop a 'Love of Learning'.
- Be 'Independent' and learn the skills of being a lifelong learner through developing a thirst for learning.
- Work in partnership with their peers sharing 'God in our Hearts'.
- Be 'High Achieving' by always trying our best within our learning, and
- Work 'Together as one Family' by supporting each other in learning experiences, engaging in learning within the wider school community and at home.

National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing – Purple Mash
- Design Technology
- Geography
- History
- MFL – Salut Programme
- Music
- PE
- PSHE – Jigsaw Programme

- RE – Blackburn and Darwin curriculum

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways.

English

Our English curriculum develops around high quality texts to inspire pupils. Where possible, this is linked to the termly topic. Pupils begin by reading and analysing the text. They develop their vocabulary by drawing on the text and applying this to their writing. Pupils learn to improve their writing through drafting and redrafting to create a piece of writing with a purpose. Pupils can clearly see improvements from the start of a unit of work when they write a 'cold write' – a piece of independent writing without support, to the end of a unit of work when they write a 'hot write' – a piece of writing where pupils apply the learning from the unit and evidence the progress they have made.

At ECSTG we base a high level of importance on reading believing that this is the key to strength in writing. Children below the age of seven have a daily phonics lesson using the Read, Write, Inc scheme. This is delivered through small groups appropriate to the children's current ability, seeking to accelerate phonic knowledge. From year 2 to year 6, reading is developed through a balance of guided reading and whole class reading. As a school we have developed 'reading characters' to support pupils within reading lessons, ensuring they understand the focus of the lesson and how they will develop and apply skills learned in reading.

Maths

Our maths curriculum is delivered through a Singapore mastery maths approach using the 'Maths No Problem' scheme. This focuses on pupils developing the building blocks for maths through investigation and application using practical resources and developing an understanding of several methods and processes. Pupils learn to transfer the skills into problem solving creating a confidence in their mathematical ability. In addition, pupils access 'fluency' sessions which seek to increase rapid recall of mathematical facts such as number bonds and multiplication tables.

Science

Our science curriculum has been developed with our partner schools 'The Blue Coat' high school and 'Mayfield' primary school. Support from a secondary subject specialist has enabled us to create a science curriculum which prepares pupils for the secondary science curriculum. There is an emphasis on experiments to ensure pupils have live experience of science in action.

Topics

Topics take place over a term with a humanities key driver of geography or history and a secondary driver of art or DT. Topics seek to build knowledge over time and link 'in school' and 'at home' learning. Pupils are given opportunities to recap learning from previous topics and increase their knowledge and skills through a spiralling curriculum. Our aim is to ensure that pupils maintain knowledge of key information (sticky knowledge) and skills and build on this overtime. Care has been taken to ensure that topics are relatable for our pupils. Examples of this are in year 5 when pupils learn about the war

by following the life story of a local 'Shaw' man and in year 6 when pupils learn about Early Islamic Civilisation to ensure pupils develop an understanding of how other cultures and faiths have impacted our society.

Some subjects are taught in isolation through purchased schemes such as 'Purple Mash' for computing. This is to enable teachers to teach quality lessons for all subjects. Purchased schemes have been analysed to ensure they 'fit' and are appropriate for our pupils.

Whilst we recognise a need to ensure core subjects are the key to ensure pupils are literate and numerate, we believe this should not be at the expense of a broad and balanced curriculum which seeks to develop pupils holistically. Our aim is that all subjects seek to support and enhance pupil development. Throughout the year we seek to offer 'experience days' to our pupils which seek to enhance and excite them within their learning. These may take place on or off site, examples being outdoor pursuits, cultural music, artists through time, 'LIGHT' within religion. Close links with 'The Blue Coat' high school gives pupils the opportunity to be taught by a specialist teacher and use specialist equipment that is not available in our primary school setting.

Spiritual, Moral, social and Cultural

There are numerous opportunities for supporting our pupils' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, a range of collective worship and half termly worship themes using the 'Roots and Fruits' collective worship books. Pupils take part in collective worship led by a variety of people including the parish minister, the Trust chaplain, members of staff within school and the involvement of pupils themselves. Each classroom within school has a reflective area which includes a 'prayer tree'. We want our pupils to see their spiritual development as important as their academic development.

Moral development is promoted through our rights and responsibilities focussed behaviour policy, class circle times, PSHE lessons and collective worship.

Social development is promoted through a wide range of collaborative learning experiences and opportunities through PSHE, pupil voice, community events and the rights and responsibility focus of our behaviour policy.

Cultural development is promoted through specific topics such as 'Early Islamic Civilisation' and the positive sharing of the varied lives within our school community in the identity of our pupils and their families. This includes specific learning opportunities within PSHE.

Roles and Responsibilities

The Headteacher maintains an overview of the curriculum provided by the school and works in partnership with a 'curriculum team' in a range of strategic planning, monitoring and evaluating tasks, from a full range of evidence provided by other staff and governors.

Subject teams ensure that all other aspects of the National Curriculum content are identified within the curriculum overview and 'Key Threads' seek to support the tracking of this information across an academic year and year groups. This ensures breadth of coverage. Subject leads can analyse assessment and progress through the use of Target Tracker, our school assessment system, to ensure that pupil's learning becomes increasingly challenging as they move through the year groups and to maintain an overview of standards within their subject.

Subject teams also produce annual action plans for their subjects, support class teachers with any adaptations to medium term plans, analyse the standards within their subject, provide or signpost staff to training and resources and engage in developmental work with external colleagues.

Class teachers have the final responsibility to adapt short term plans which are class specific for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning within books and through inputting data into Target Tracker.

Monitoring and Evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks are undertaken in partnership with subject teams. These tasks link into a programme of monitoring, 'School Development Plan' priorities and actions as well as performance management of teaching staff. The Headteacher and subject teams report their findings through regular reports, including the termly Headteacher report to Governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject teams monitor and evaluate the planning and standards achieved by pupils. Senior staff evaluate the quality of teaching and learning in subjects through observations, learning walks, data analysis, book scrutinies and pupil interviews. They provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

The curriculum link governor acts as a critical friend through termly meetings where discussion takes place on progress made and supports the identification of next steps for development.