St Martin's CE (Aided) Primary School

East End, Newbury, Berkshire RG20 0AF

Telephone: 01635 597796

E-mail: adminoffice@st-martins.hants.sch.uk

Headteacher: Mrs K Bartlett

Curriculum Policy

Status: Draft / Final

Date policy produced/reviewed: 30.05.18

Policy produced/reviewed by: Headteacher

Ratified by the SAC committee of the governing body: 02.07.18

Signed:

Position:

Date of next review: May 2021

St Martin's CE (Aided) Primary School

Our School Vision

An inclusive, caring, Christian community, which inspires happy, confident and independent children who embrace lifelong learning, with the ambition and determination to achieve their potential. Learners develop the skills, knowledge and self-belief necessary to thrive, today and tomorrow, as global citizens, who strive to make our world a better place.

Curriculum Policy

Introduction

At St Martin's CE (Aided) Primary School, we believe that the curriculum is the totality of pupils' learning experiences. We meet statutory requirements by delivering the Early Years Foundation Stage Curriculum, National Curriculum and locally agreed syllabus for Religious Education. As a Church of England school we also draw on the Understanding Christianity Programme. We localise this entitlement to provide a curriculum that meets the needs of our pupils and which is enriched by using the outdoor environment, the school and local community, off-site visits, and visitors to school.

At St Martin's CE (Aided) Primary School our curriculum is firmly underpinned by our mission statement, our school values and our learning behaviours. We firmly believe in a curriculum that promotes the holistic development of the individual child, and place great value on Personal, Social, Emotional and Citizenship Education and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in society in the 21st century. Please cross reference our Curriculum Model (Appendix 1) and Curriculum Framework (Appendix 2).

Aims

We believe that a creative, skills-based, broad and balanced curriculum should aim to:

- develop confident learners for life who are able to embrace new challenges and experiences;
- inspire and engage all children, promoting a positive attitude towards learning;
- ensure the best possible progress and the highest attainment for all children;
- enable children to acquire and develop a broad range of knowledge, skills and understanding;
- meet the needs of all individuals, by focusing on personalised learning and using Assessment for Learning to inform the ways in which children learn and are taught;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- promote spiritual, moral, social, cultural, mental and physical development;
- enable children to be creative and to develop their own thinking skills;
- help children to respond positively to challenge and persevere in order to solve problems;
- develop the capacity of children to learn and work independently and collaboratively;
- enable children to take their place as responsible citizens in society, with the life skills necessary for them to be successful;
- ensure children have respect for themselves and empathy for others;
- raise aspirations and develop ambition within all children;
- prepare children for the transition between key stages and the next stage of their education.

We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

Organisation

- We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning.
- We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning.
- We have adopted a cross curricular thematic approach, with topics (usually lasting half a term) designed to engage and inspire pupils. These themes are planned using the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

- Each topic is initiated with a clear 'hook', which is designed to engage and inspire the children. During the topic, children work towards a 'learning outcome' which involves members of the wider school community when suitable.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling sessions and whole class reading sessions.
- Other subjects are either taught on a weekly basis or are blocked, depending on the topic.
- Every year the whole school takes part in Brave Days. The inspiration for these days is agreed on an annual basis, based on the priorities identified in the School Development Plan and the opportunities available. During these days the children take ownership of their learning, deciding what they are going to produce, how they will do this and then evaluating their work. There is a clear focus on developing our learning skills.
- The children are taught within their classes, with some children being withdrawn for small group or individual support.
- In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis, focused on one or more of the areas of learning. Learning is planned around a topic, with the children leading the learning through their questions, explored at the start of a topic.

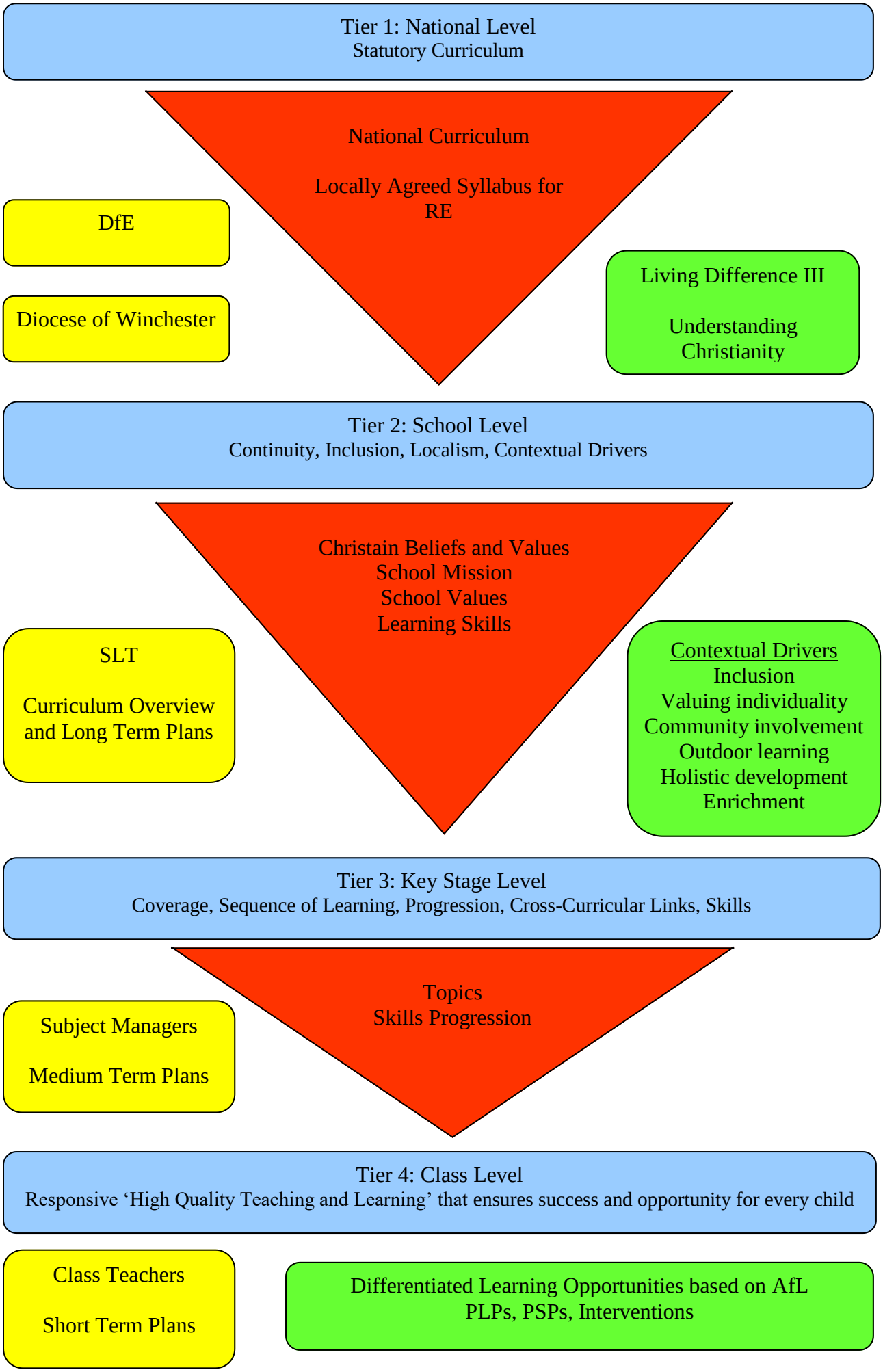
Planning
The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium and short term basis:
- Long term planning includes an overview of the themes taught across the school, with information on the subjects covered in each topic.
- Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters.
- Short term planning details what will be taught in individual lessons. The format for short term plans is down to individual teachers but includes information on learning objectives and outcomes, activities based on levels of learning from the SOLO model (Appendix 3), resources, key vocabulary and key questions.
- In the EYFS, planning is also done on a long, medium and short term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries.

Senior Leadership Team Role
It is the role of the Senior Leadership Team:
- ensure the aims of the policy are met;
- oversee and monitor all planning across the school;
- in liaison with teachers, review the long term planning at least annually;
- in liaison with the subject managers, review medium term planning, when changes are made to the long term maps;
- in liaison with the subject managers, oversee subject improvement planning.

Subject Manager Role
It is the role of the subject manager to provide a lead and direction for their subject(s). This involves:
- ensuring that they keep up-to-date with developments in their subject, at both national and local level;
- supporting and offering advice to colleagues on subject related matters;
- reviewing school performance within the subject and planning for improvement (linked to whole school improvement priorities);
- reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and other statutory requirements and that progression is planned into schemes of work;
- providing efficient resource management for the subject.

Appendix 1: Curriculum Model



Appendix 2: Curriculum Framework

The goals of education in our school community include...	working collaboratively to provide a nurturing environment, through Christian values, where everyone feels happy, safe, secure and valued.	a holistic curriculum that meets the needs of the children and ensures they have the skills, knowledge and understanding to be successful in a constantly changing world.	inspiring all to take responsibility for our own learning and become independent, curious, resilient, lifelong learners.	preparing all children to take their place as responsible and valued members of the local, national and global communities.	creating a culture of achievement in which individual personal, social and academic success is recognised and celebrated.	promoting healthy active lifestyles including metal health.	creating a culture of understanding and empathy for the beliefs and opinions of others.	fulfilment of the aims of the National Curriculum and Early Years Foundation Stage Curriculum.

We pledge that our school's curriculum, and teaching and learning approaches will reflect key articles from the UNCRC...	**Article 2** No child should be treated unfairly on any basis	**Article 3** All adults should do what is best for children	**Article 8** Children have the right to an identity	**Article 9** Children have the right to live with a family who care for them	**Article 12** Children have the right to have their opinion listened to	**Article 13** Children have the right to find out things and share what they think with others, by talking, drawing, writing	**Article 15** Children have the right to choose their own friends
	Article 17 Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources	**Article 19** Children have the right to be protected from being hurt or mistreated	**Article 23** Children who have any kind of disability have the right to special care and support them	**Article 28** Children have the right to a good quality education	**Article 29** Education should help children use and develop their talents and abilities	**Article 30** Children have the right to practice their own culture, language and religion - or any they choose	**Article 31** Children have the right to relax and play

We share the following key beliefs about teaching, cognition and learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school's curriculum...	Children are individuals	Pedagogy should be varied and matched to learning need	Clear skills progression	Teaching, learning and assessment form a continuous cycle	Flexible groupings based on AfL and next steps in learning	Learning journeys should be clear	Learning skills should be actively taught	Children should learn in stimulating indoor and outdoor environments	Enrichment activities should enhance the curriculum
	Children need to feel safe and happy to learn	Teaching strategies should be chosen based on the needs of the class	All children deserve equity	Teaching should be responsive	Task design should challenge thinking and deepen learning	Regular skills practice embeds learning	Children need to master learning	Parents and carer should be partners in the learning process	Effective feedback which impacts on learning

Our whole school curriculum comprises of the entire planned learning experience underpinned by a broad set of common principles and approaches...	Sequences of learning that link and build key ideas in and across subjects	Units of work based on clear hooks and outcomes	Flexible timings and organisation to ensure secure learning	Develop each child's personality, talents and capabilities to the fullest	High aspiration for all	Ensure children take ownership of their learning

Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in...	the development of our School Values reflected in our actions	the development of our School Learning Skills reflected in our learning	reaching high standards in statutory curriculum areas reflected in our outcomes	development of professional skills and capacity, resilience and morale in teachers and leaders reflected in our culture, ethos, retention and recruitment

The impact of our curriculum is systematically monitored, evaluated and reviewed...	by pupils, parents, leaders and governors to meet aspirations and drive continuous improvement of the curriculum as a driver for successful outcomes for all.							
Does the curriculum…	embed our school values?	develop learning skills?	provide challenge for all?	lead to high quality outcomes?	ensure deep learning?	provide equity?	provide enrichment?	develop the holistic child?
Is the curriculum…	inclusive?		responsive?		relevant?		coherent?	broad and balanced?

Appendix 3: The Solo Model

