



'Love one another as Jesus loved us'  
(John 13 v 34-35)

## **Our Curriculum Rationale**

Below outlines the information about the curriculum we offer at St Mary's School, including how our curriculum is planned sequentially for each year group and the names of the phonics and reading schemes we use in EYFS and KS1.

Our curriculum is rooted in a strong belief of equality for all pupils and is therefore designed to be ambitious for all. Expectations are high, ensuring that pupils with SEND and those who are disadvantaged apply what they know. We value a knowledge rich curriculum underpinned by carefully planned and sequenced units of work to enable cumulative knowledge and effective learning.

We have discrete units of work for each subject area so that we can ensure excellent coverage of the National Curriculum and Early Years Curriculum. The curriculum is broad and balanced and offers a wide range of curricular activities involving visits out of school and visitors to school, to enhance learning and extend pupils' cultural capital.

### **Curriculum Intent**

At St Mary's CE Primary School we encourage and nurture the growth of every individual and their uniqueness, so that all flourish and become all that they can be and all that God made them to be. We accomplish this through supporting and challenging our pupils to gain knowledge and thus ensuring that they are ready for their next stage of education.

St Mary's curriculum is taught through discrete subjects making links across subjects where appropriate. Ofsted research reviews inform our curriculum provision; we recognise that knowing more and remembering more is key to securing knowledge in the long term memory.

Our curriculum enables and inspires the pupils of this school to be the best that they can be. We want the pupils of our school to be confident: readers, writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, designers and technologists.

Our curriculum has been designed with a clear intent to:

- meet the statutory requirements of the National Curriculum 2014.
- provide a broad and balanced curriculum that meets the needs of all of our pupils and reflects the local context, where appropriate.
- enable all our pupils to make progress in their learning, achieve their full potential and aim high.
- support the acquisition of knowledge and vocabulary
- ensure reading is given the highest priority across all aspects of the curriculum in order to develop fluency, accessibility and a love of reading within this school based on Little Wandle revised Letters and Sounds.
- prepare pupils for life in modern Britain and beyond St Mary's School and its locality.
- develop the pupils' understanding, appreciation and celebration of difference – culturally and socially (locally, nationally and globally) . This is purposeful in the recognition of the mono culture demographic of the school. Thus enabling pupils to be reflective, empathetic individuals who will become responsible and effective contributors to society
- develop building learning skills (including resilience, confident communication)



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- engage, inspire and hook pupils into their learning through a wide range of first hand experiences - providing pupils with memorable and rich opportunities which adds value and further promotes cultural capital.
- have clearly defined end points of learning for key stages, year groups and individual lessons. This enables clarity of assessment for learning and determines a framework for leaders to measure curriculum performance.

## **Curriculum Implementation**

At the heart of our curriculum are the core subjects of English, Mathematics and Science. We also value our wider curriculum, covering all other National Curriculum subjects. As a Voluntary Aided Church of England Primary School, Religious Education also has a high status within our curriculum.

The wider curriculum (Foundation Subjects) are taught as discrete subject specific units/topics of learning but make tangible cross-curricular learning links which are meaningful where appropriate, relevant and help to secure prior learning or develop learning further.

Long term curriculum overviews outline how the breadth of the National Curriculum will be taught. Teachers use the long term curriculum overviews and subject progression documents to ensure medium term planning is sequential and clearly identifies the key knowledge pupils will be taught. Progression of knowledge is carefully planned, ensures learning builds effectively over time and is representative of themselves, whilst providing opportunities to understand similarities and differences from themselves locally, nationally and globally.

Medium term planning outlines the overarching topic question and weekly learning challenges which show a sequence of lessons and progression of knowledge and understanding over time. It also encompasses all 'sticky knowledge' and key vocabulary to be taught and highlights prior learning. All units/topics of learning start with a question and incorporate a 'hook' to excite and engage pupils. The medium term plan outlines how learning is supported and enriched - for example by field study, visits, workshops, role-play and practical activities. It also outlines where clear links can be made with other subjects, as well as suggesting rich reading material (where appropriate) which will excite, engage and support pupils' learning.

Short term planning refines the medium term plans and demonstrates how the curriculum may be adapted to ensure all pupils can access an ambitious and broad curriculum.

Our teaching is rooted in evidence-based research. Teachers are self-reflective and use this to enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum.

Teachers have excellent knowledge of the subjects they teach and this is supported through sequential schemes of work, which have been carefully designed to build on pupils' prior learning. Subject leaders provide any additional support required in relation to their subject specialism.

Assessment is designed thoughtfully to shape future learning. It is not excessive or onerous and as is part of the day to day working practices of the classroom. Teachers ensure that pupils embed key knowledge in their long term memory by providing opportunities to revisit prior learning throughout the year. Key knowledge for each curriculum area is revisited throughout the year and applied in different contexts. Teachers identify any misconceptions or gaps in knowledge at the point of learning or during summative assessments and these are swiftly addressed to secure pupils' understanding.



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## **Curriculum Impact**

From their different starting points, all children ( including those with SEND or from disadvantaged backgrounds) will make good progress academically, emotionally, creatively, socially and physically. Knowledge will be secured and embedded so that all pupils are fully prepared for their next stage of learning.

Pupils are formally assessed three times a year (summative assessment) although ongoing formative assessment supports learners throughout the teaching and learning cycle. These end points are key to knowing whether pupils have been successful. We aim for our pupils to recall learning with fluidity and automaticity when this is required such as multiplication tables and phonics.

Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle. Pupil progress reviews are conducted termly (summative). This process provides the SLT and Governors with an accurate and comprehensive understanding of the quality of education in our school.

A clear monitoring cycle includes: book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice.

Monitoring and assessment information is used to inform further curriculum developments and provision is adapted accordingly.

When measuring curriculum impact we also consider if the pupils leave St Mary's CE Primary School :

- with the understanding of how to be a good citizen with strong Christian Values, which guides pupils in the choices they make and how they choose to live- living out the school's Christian vision 'Loving others as Jesus loved us.'
- kind, respectful and honest pupils who demonstrate an inclusive attitude.
- with tolerance and understanding of the views and beliefs of others and a sense of their role in our wider society .
- with the knowledge of how to make positive contributions to the local area and the wider world.
- demonstrating emotional resilience and the ability to persevere when they encounter challenge
- equipped with the knowledge to be the best that they can be
- with a thirst for life and life in all its fullness.

*Please refer to our Year group Long Term Overviews and Subject Progression documents for further detail of how our curriculum has been planned and organised to meet the National Curriculum Statutory Requirements.*