

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: 20.09.21

Policy produced/reviewed by: Headteacher/Deputy Headteacher

Ratified by the SAC committee of the governing body: 30.09.21

Signed:

Position:

Date of next review: September 2024

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 God's world a better place.

Curriculum Policy

Introduction

At St Martin's CE (Aided) Primary School, we believe that the curriculum includes every aspect of children's 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 tailor our provision to ensure a curriculum that is personalised to meet the needs of our children 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 underpinned by our vision, our school values and our learning skills. We firmly believe in a curriculum that promotes the holistic development of the individual child and their wellbeing, and we place great value on Personal, Social, Health and Economic learning and the promotion of spiritual, moral, social and cultural education, in order to prepare children for the opportunities and responsibilities of life in today's ever changing world (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 life-long learners, who are able to embrace new challenges and experiences;
- inspire and engage all children, promoting a positive attitude towards learning;
- maximise progress to ensure the best possible outcomes for each individual child;
- meet the needs of all individuals, by focusing on personalised learning;
- use Assessment for Learning to inform teaching and learning;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- enable children to use creativity in their learning;
- help children to develop the courage needed to embrace challenge and show resilience when solving problems;
- develop children's ability 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 succeed and make a positive contribution;
- ensure children have respect and empathy for others and themselves, through friendship and kindness;
- develop and promote aspiration for all children,
- promote spiritual, moral, social, cultural, mental and physical development,
- 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 have adopted a cross curricular thematic approach, with topics (usually lasting half a term) designed to engage and inspire pupils. These topics 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.
- There is a three-year rolling programme for topics within years 1-3 and years 4-6. This ensures that children do not repeat topics, despite year groups being split across classes.
- 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 different contexts and areas of learning.

- 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, when appropriate, is shared with members of the wider school community.
- There are clear skills progressions in place for each subject, which identify the skills to be taught in each year group. This ensures consistency for year groups that are split between more than one class.
- We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills appropriate to their age and school stage.
- Literacy and numeracy are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling/EGPS sessions and guided reading/whole class reading sessions.
- Other subjects are either taught on a weekly basis or are blocked by putting sessions together e.g. within one week, depending on the topic.
- 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.
- Every year the whole school holds a Brave Day. The inspiration for these days is agreed each year, based on the priorities identified in the School Development Plan and the opportunities available, e.g. trip to the panto, special national day etc. During the day 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.
- Each year we also hold a number of special learning days. These are sometimes designed to incorporate particular national or international events such as World Mental Health day, or to focus on something personally important to our school, for example Bukuya day (our link school in Uganda). There is always a clear and agreed purpose for the day, with children fully immersed in the topic, and the intended learning is clearly identified.

Planning

The curriculum is planned to ensure coherent links, 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 topics taught across the school, with information on the subjects covered within 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 per year group and cross curriculum links. These include 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 sessions. The format for short term plans is down to individual teachers but includes information on learning objectives and outcomes, activities, resources, key vocabulary and key questions. Short term plans are dynamic documents that change based on the needs of the children.
- 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 ideas taken from the children’s previous learning, interests and enquiries.

Senior Leadership Team Role

It is the role of the Senior Leadership Team to:

- ensure the aims of this 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.

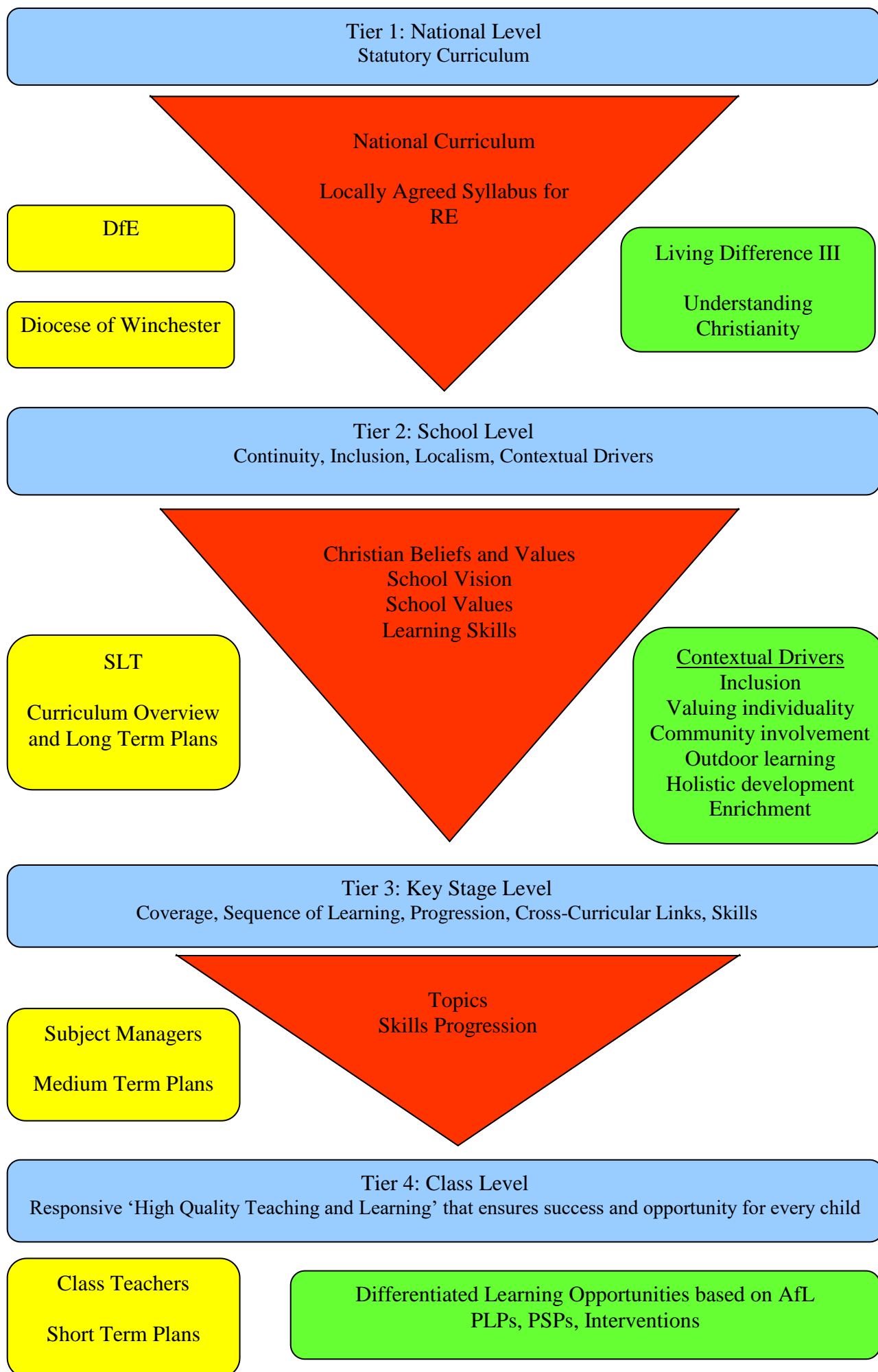
Subject Manager Role

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 local and national level;
- supporting and offering advice to colleagues on subject related matters;
- talking to children about their views on the subject;

- reviewing school performance within the subject and planning for improvement (linked to whole school improvement priorities from the School Development Plan);
- 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;
- liaising with SLT to make changes where needed.

Appendix 1: Curriculum Model



Appendix 2: Curriculum Framework

<p>The goals of education in our school community include...</p>	<p>working collaboratively to provide a nurturing environment, through Christian values, where everyone feels happy, safe, secure and valued.</p>	<p>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.</p>	<p>inspiring all to take responsibility for our own learning and become independent, curious, resilient, lifelong learners.</p>	<p>preparing all children to take their place as responsible and valued members of the local, national and global communities.</p>	<p>creating a culture of achievement in which individual personal, social and academic success is recognised and celebrated.</p>	<p>promoting healthy active lifestyles including mental health.</p>	<p>creating a culture of understanding and empathy for the beliefs and opinions of others.</p>	<p>fulfilment of the aims of the National Curriculum and Early Years Foundation Stage Curriculum.</p>	
<p>We pledge that our school's curriculum, and teaching and learning approaches will reflect key articles from the UNCRC...</p>	<p>Article 2 No child should be treated unfairly on any basis</p>	<p>Article 3 All adults should do what is best for children</p>	<p>Article 8 Children have the right to an identity</p>	<p>Article 9 Children have the right to live with a family who care for them</p>	<p>Article 12 Children have the right to have their opinion listened to</p>	<p>Article 13 Children have the right to find out things and share what they think with others, by talking, drawing, writing</p>	<p>Article 15 Children have the right to choose their own friends</p>		
	<p>Article 17 Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources</p>	<p>Article 19 Children have the right to be protected from being hurt or mistreated</p>	<p>Article 23 Children who have any kind of disability have the right to special care and support them</p>	<p>Article 28 Children have the right to a good quality education</p>	<p>Article 29 Education should help children use and develop their talents and abilities</p>	<p>Article 30 Children have the right to practice their own culture, language and religion - or any they choose</p>	<p>Article 31 Children have the right to relax and play</p>		
<p>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...</p>	<p>Children are individuals</p>	<p>Pedagogy should be varied and matched to learning need</p>	<p>Clear skills progression</p>	<p>Teaching, learning and assessment form a continuous cycle</p>	<p>Flexible groupings based on AfL and next steps in learning</p>	<p>Learning journeys should be clear</p>	<p>Learning skills should be actively taught</p>	<p>Children should learn in stimulating indoor and outdoor environments</p>	<p>Enrichment activities should enhance the curriculum</p>
	<p>Children need to feel safe and happy to learn</p>	<p>Teaching strategies should be chosen based on the needs of the class</p>	<p>All children deserve equity</p>	<p>Teaching should be responsive</p>	<p>Task design should challenge thinking and deepen learning</p>	<p>Regular skills practice embeds learning</p>	<p>Children need to master learning</p>	<p>Parents and carer should be partners in the learning process</p>	<p>Effective feedback which impacts on learning</p>
<p>Our whole school curriculum comprises of the entire planned learning experience underpinned by a broad set of common principles and approaches...</p>	<p>Sequences of learning that link and build key ideas in and across subjects</p>	<p>Units of work based on clear hooks and outcomes</p>	<p>Flexible timings and organisation to ensure secure learning</p>	<p>Develop each child's personality, talents and capabilities to the fullest</p>	<p>High aspiration for all</p>	<p>Ensure children take ownership of their learning</p>			
<p>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in...</p>	<p>the development of our School Values reflected in our actions</p>	<p>the development of our School Learning Skills reflected in our learning</p>	<p>reaching high standards in statutory curriculum areas reflected in our outcomes</p>	<p>development of professional skills and capacity, resilience and morale in teachers and leaders reflected in our culture, ethos, retention and recruitment</p>					
<p>The impact of our curriculum is systematically monitored, evaluated and reviewed...</p>	<p>by pupils, parents, leaders and governors to meet aspirations and drive continuous improvement of the curriculum as a driver for successful outcomes for all.</p>								
<p>Does the curriculum...</p>	<p>embed our school values?</p>	<p>develop learning skills?</p>	<p>provide challenge for all?</p>	<p>lead to high quality outcomes?</p>	<p>ensure deep learning?</p>	<p>provide equity?</p>	<p>provide enrichment?</p>	<p>develop the holistic child?</p>	
<p>Is the curriculum...</p>	<p>inclusive?</p>	<p>responsive?</p>	<p>relevant?</p>	<p>coherent?</p>	<p>broad and balanced?</p>				