

# ST MARY'S CofE PRIMARY SCHOOL: CURRICULUM OFFER

## Qu.1: What is the body of knowledge and skills which will form the extent of the curriculum?

English and Maths Knowledge & skills		Subject specific knowledge and wider curriculum skills		Vocabulary In the context of learning and skills	Values	
<b>Context: National Curriculum</b>		<b>Context: National Curriculum</b>		<b>Context: Curriculum Vocab</b>	<b>Context: School Values</b>	
Reading	Number	Science	Design Tech	Vocabulary across all projects and curriculum learning is mapped and organised so that all chdn can access the school's curriculum. Understanding Vocabulary opens the doors to effective learning.	Compassion	Courage
Writing	Calculation	History	Music		Forgiveness	Honesty
GPS	Measurement	Geography	PE		Perseverance	Respect
Handwriting	Fract/Dec/%	Art/Design	MFL		<b>Project Values</b>	
Speaking	Geometry	PSHE	RE		<b>British Values</b>	
Listening	Algebra	Computing	C Worship	<b>Attributes for Lifelong Learning</b>	<b>School Vision Statement</b>	
<b>Extra-Curricular Provision</b>		Clubs, activities, trips, residential visits, visitors, competitions, links with other settings.				

## Qu. 2: How is the curriculum designed, organised and delivered?

Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
Specialist teaching in MFL; PE and in aspects of En/Ma; EAL.	Themed: Hi/Ge/Art/DT/Comp Discrete: En/Ma/Sc/RE/PE/MFL	Specific foundation subjects underpin learning projects.	NC for En/Ma. Subject specific skills ladders* for the remainder.

## Qu.3: How do we ensure curriculum and skills progression?

Functional age-appropriate skills in English and Maths	Progression of non-core subject skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Ensuring every child is 'next year ready' with priority objectives and skills when they leave their year group.	Expectations for year groups in non-core subjects mapped in NC Progression Ladders and Pathways.	Teaching approaches, including 'Class Action Strategies', and group organisation are used to develop pupils' attitudes to learning & independence.	School values, project values and British values are taught through our projects and through Collective Worship as part of our weekly themes.
Reinforcement/consolidation through repetition of key skills.			

## Qu. 4: How do we ensure that the curriculum meets the needs of all groups of pupils within the school?

Higher, Middle, and Lower Attainers	Disadvantaged Pupils	SEND; Vulnerable Disadvantaged; New Arrivals; Highly Mobile pupils who need to catch-up
Expectation of high quality teaching for all. Groupings in Y6; priority learning objectives and specific feedback on these areas support 'catch-up'.	Tiered approach: 1. Quality First teaching; with a focus on developing staff skills; 2. Targeted interventions; 3. Wider provision (learning mentor; family support).	-SEND: 1:1 and small group targeted support; -Vulnerable Disadvantaged: access to 1:1 adult support and specific; learning/SEMH support (e.g. Beanstalk; LEGO therapy); New arrivals: from outside UK – EAL screening and a combination of 1:1 and small group teaching; -Highly mobile: 1:1 and small group teaching.

## Qu.5: How do we monitor and know the quality of teaching and learning within the curriculum

Teacher subject knowledge	Subject specialists	Differentiation, match of work	Resources
Book scrutiny; planning support; learning walks and lesson obs; JPD programmes.	Subject knowledge + obs of taught sessions along with external partners.	Groupings; Taxonomy verbs to deepen learning; Class Action approaches, SEN adaptations.	Resources used to target independence. TAs deployed in a needs-led way in KS1/2.

## Qu. 6: How do we assess the impact of the curriculum on our pupils?

Outcomes: English & Maths	'Next year readiness'	Pupil attitudes to work	Pupils live out the values
Data drops in Jan/June using on-track attainment; work scrutiny and test outcomes.	Pupil progress meetings; book scrutiny; test results in En/Ma; subj lead analysis. Priority Objective Moderation.	Pupil interviews with subject leaders/SLT. Observation through L Walks and lesson obs.	Observe attitudes to learning in class, dining hall, PG; pupil responses to projects and Big Questions.
Pupils leave this school secondary ready. Assessment information and pupil interviews in Y6 and Y7 demonstrate they have the knowledge, skills, attitudes and values required for succeeding in secondary education.			

## Qu. 7: Who is responsible for the curriculum, its review and evaluation, and its impact?

Headteacher/Senior Leaders	Subject Leaders	Class Teachers	Governors
Design the Curriculum organise in MTPs. Set vision for what we want our pupils to learn with MLs. Lead Subject Leaders in Monitoring, Evaluating and Planning Improvement - holding leaders to account.	Ensure the clear progression of skills in their subject and that it is well resourced. Provide CPD, planning, resources and support. Accountability for outcomes and monitoring provision. Evaluation and planning for improvement.	Good subject knowledge. Planning, organisation and delivery of purposeful learning. Follow MTPs laid out by SLT and Subj Ls. Effective use of resources leading to outcomes and standards which show acquisition of skills/knowledge.	Joint monitoring of standards with SLT and triangulation.
			<b>Pupils</b>
			Pupil questionnaires. Interviews with leaders at all levels. Dialogue during observations. Responses to learning and Big Questions in Project Books.

# ST MARY'S COFE PRIMARY SCHOOL

## CURRICULUM STATEMENT

Our curriculum is intended to equip our learners for the challenges which lie ahead of them in the next stage of their education and in the wider world beyond. We want to ensure that every child leaves our school with the academic skills needed to succeed and with high quality learning behaviours which will sustain them in their future lives.

The curriculum is rooted in our core Christian values and is designed to support children in becoming individuals who show compassion, can communicate effectively and collaborate well with others. The moral basis of our curriculum, which challenges our learners with big questions, prepares them to become positive role models and open-minded global citizens who are able to take their place in modern society.

### PERSONAL DEVELOPMENT AND VALUES

#### CHRISTIAN VALUES

Our values of Compassion, Courage, Forgiveness, Honesty, Perseverance and Respect underpin our worship and curriculum and are taught through our Learning Projects.

#### Project and British Values

In every Project at St Mary's, learning is linked (Solo Taxonomy) via project values. This enables our pupils to learn about values and use them to develop their own moral purpose.

#### PSHE, RSHE and Anti-Bullying

At St Mary's, chdn are taught what bullying is and how to identify it. The KiVA approach is used for tackling bullying of any nature and chdn are given opportunities to become KiVA ambassadors in school.

### KEY SKILLS

#### ENGLISH

**We deliver an English curriculum which enables and empowers children to develop their written and oral communication and creativity.**

Throughout the school learners are taught to read fluently and with understanding. The ability and desire to read widely and deeply for both pleasure and information is a key focus and we aim to secure this intention for lifelong enjoyment. Learners acquire and apply key skills of spelling, grammar and punctuation. They write clearly and accurately with coherence and take pride in their work.

#### MATHS

**We aim to ensure that pupils become fluent in the fundamentals of maths, know and can confidently apply key skills and are able to reason mathematically.**

Learners are taught with the intention of securing a confident grasp of age-appropriate key skills and their accurate application. They develop a mathematical vocabulary which enables them to make links between areas of maths and gain a deeper understanding and enjoyment of the subject.

### DISCOVER PROJECTS: HISTORY AND WHERE WE COME FROM

During this project, the driving subject is History. We learn about the past and reflect on how it impacts us now. We also learn how to share this learning with others.

#### HISTORY

**Learners develop a clear understanding of British history and the great civilisations of the world.**

Learners are provided with the knowledge, skills and understanding to appreciate our history and the impact of human creativity, endeavour and exploration over time.

#### EXPRESSIVE ARTS AND PE

**Learners develop an appreciation of music, dance, drama, physical activity and languages.**

Learners develop the ability to express themselves through a variety of disciplines. They visit the theatre annually and PE and Sport is promoted well.

### EXPLORE PROJECTS: GEOGRAPHY, UNDERSTANDING THE WORLD, DESIGN & TECHNOLOGY

During this project, the driving subjects are Geography and Design & Technology. We learn about real-world issues and how we can make a difference, learning about different places and communities and how technology can improve people's lives.

#### GEOGRAPHY

**Learners engage in the study of the wider world, people, places & the environment**

Learners have a knowledge of the world: its oceans and continents, its major countries and cities. They explore social and physical geography, the environment and sustainability.

#### DESIGN TECHNOLOGY

**Learners can solve relevant problems in different of contexts.**

Learners develop a range of skills to design and make different products that meet a specific brief. We teach with the intent of opening up a world of future study and employment possibilities.

### EXPRESS PROJECTS: CREATIVITY, SELF-EXPRESSION, PSHE, ART & DESIGN, MUSIC

During this project, the driving subjects are PSHE and Relationships, Music and Art & Design. We learn about how others express themselves and how we can express ourselves using a range of media to share our self-expression with others.

#### ART AND DESIGN

**Learners are creative and confident in their use of colour and different artistic mediums.**

Learners develop their skills in drawing, painting, printing, modelling and designing. They gain an understanding and appreciation of different artists and techniques.

#### MUSIC

**Learners are expressive and communicate through their engagement with and creation of music.**

Learners develop their skills in appraising, listening, singing, composing, performing and reviewing. They gain an understanding and appreciation of different musicians and music styles.

#### PSHE

**Learners are develop their self-knowledge and worth to prepare them for the rich, diverse and sometimes difficult lives they will face both in school and in the wider world.**

Learners understand respectful relationships and develop a moral compass using the school's values.

#### SCIENCE

**Learners develop their scientific knowledge and conceptual understanding. They gain a thirst for investigation, experimentation, exploration and discovery.**

Learners develop an understanding of key scientific concepts and skills from year to year. They see how Science is applied and relevant to the world around them.

#### COMPUTING

**Learners understand the fundamental principles of computing and can see how these are applied in the world.**

Learners gain an understanding of concepts such as logic, algorithms, data representation and digital technology and understand the opportunities and risks this poses.

