



St Martin's C of E Primary and Nursery School

CURRICULUM POLICY

INTENT

We pride ourselves at St Martin's C of E Primary School and Nursery in providing a safe and happy atmosphere where children's learning and well-being are at the centre of everything we do and that every one of our children is cared for as a child of God.

Our priority is to foster our children's excitement for learning through enabling our children to take an active part in the EYFS Framework, the National and wider curriculum; we have developed a whole school 'language of learning' that is derived from the characteristics of an effective learner identified within the EYFS Framework.

Children are asked to think about the process of learning in terms of 'playing and exploring', 'being an active learner' and 'creating and thinking critically' and to reflect on their learning with regard to these skills and attributes. These are represented across the whole school, in every learning environment.



Core Principle 1 - Inspiring

All children have an entitlement to a well-resourced and rich learning environment that not only engages them and develops their enthusiasm for learning, but also promotes their sense of responsibility and autonomy and their sense of themselves as a creative and self-motivated learner. Furthermore, we believe that by providing

Jesus said 'I have come that you may have life, life in all its fullness' John 10:10

awe-inspiring teaching episodes, we develop children's capacity to consider the World as a 'wonder' thereby developing their belief in something unseen, inexplicable and fascinating - this supports their 'spiritual development as well as engagement and enthusiasm for learning.

Core Principle 2 - Continuity, progression and making links.

Our curriculum is designed so that learners are able to make links to prior learning, building a hierarchical concept map which is increasingly secured and grown as they progress through the school. As children progress through the school, they will develop a growing understanding of how knowledge and skills are transferable, and can be applied in new and unfamiliar contexts.

Core Principle 3 - Learning is an active process.

Teachers will endeavour to provide a range of contexts through which to develop children's knowledge and understanding of the World. Active participation in learning opportunities is highly valued and children are encouraged to develop a growth mindset, where opportunities arise out of our misunderstandings. Children are encouraged to reflect on their learning process, and identify their strengths and challenges.

Core Principle 4 - Learning for Life

Children, adults and parents work with each other, drawing resources from the school, as well as the local, national and global community to create a challenging and exciting curriculum which is engaging for all, and encourages participation beyond the classroom. Our use of knowledge maps supports parental engagement with their child's learning.

Core Principle 5 - Inclusive

St. Martin's believes in equal opportunities for all, and endeavours to include all children in each learning experience. Where a busy classroom becomes a barrier to learning, or the content is not accessible, an Enrichment Curriculum aligned to our Core Principles is offered. In addition, we support children through Mentoring to manage other barriers to learning through developing meaningful supportive relationships with key adults in the school.

IMPLEMENTATION

St. Martin's provides 27.5 hours of teaching time each week, which includes Acts of Worship.

Roles and Responsibilities

The Headteacher works in partnership with the senior leadership team and Governors to oversee the delivery of the curriculum, and to monitor its effectiveness.

Governors have an overview of the curriculum offer at St Martin's and ensure through their governance that children at St Martin's are receiving their entitlement to a broad, balanced

'Being the best we can be for ourselves, each other and God's world'

and knowledge rich curriculum.

Subject Leads provide progression documents to ensure that learning becomes increasingly challenging as children move through the school. They monitor the breadth and the depth of their subject being taught through talking with children, observing teaching and learning and monitoring children's work.

Each year group has a curriculum map which identifies key learning across all curriculum areas. Class teachers produce termly Narratives which identify the curriculum areas being covered alongside knowledge planners to support the learning at home and in school. These are sent home termly to inform parents.

Children engage positively with teaching and learning, participating actively, contributing thoughtfully and developing an aspiration to 'be the best they can be', knowing that the acquisition of skills and knowledge will support them to 'live life in all its fullness' John 10:10.

The curriculum is further supported through Acts of Collective Worship which are aligned where possible to the RE curriculum, providing opportunities to secure understanding, and Picture News Assemblies which support children's understanding of current affairs and develop their knowledge of British Values.

Further 'cultural capital' opportunities are woven into each year group's yearly plan.

EYFS follow the DFE Guidance for the Foundation Stage which includes six areas of learning:

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive arts and design

Transition into Year 1 is supported by maintaining a key focus on Continuous Provision in addition to more formal taught elements.

THE IDEAL COMBINATION *by Professor Julie Fisher*

'From the moment a baby is born, they are compelled to make sense of the world around them. Their curiosity drives them to explore, to investigate, to try out, to question. Using all their senses, they grasp, smell, watch and taste the world into which they have been propelled, in a never-ending personal quest for mastery and inclusion. But the fortunate baby is also picked up. Loving and attentive adults say, 'look', 'see here', 'try this' as they open up a wider range of opportunities and possibilities than the baby could ever experience alone.

In this way, the fortunate baby is empowered to learn and to develop in two key ways:

Through their own self-initiated exploration.

Through the support and provocation of others.

This combination is clearly highly effective for, in their infant years, young children develop an extraordinary range of skills, knowledge and understanding at a rate that will never again be repeated in their lives.

It would seem logical, therefore, that professional educators would build on and replicate the strategies that have been so successful from birth; that settings and schools would offer children an appropriate mix of opportunities to follow their own self-initiated interests and to

be inspired by the interests and opportunities initiated by others.'

From Year 1 to Year 6 the curriculum consists of

- The National Curriculum
 - Core subjects - Maths, English, Science, Computing
 - Foundation Subjects - Geography, History, Design Technology, Art, Modern foreign language, music
- Devon Agreed Syllabus for RE (Parents may exercise their right to withdraw their child from religious worship and teaching.
- Relationships, Health and Sex Education (RHSE) Parents may exercise their right to withdraw their child from elements of these lessons- see the policy for RHSE.

Throughout the year opportunities will be taken to extend the curriculum through

- Visitors, including artists, actors, musicians
- The use of the school grounds, the local environment and the wider environment
- Educational visits
- Support of parents

IMPACT

Monitoring the effectiveness of children's learning and the impact of our curriculum is achieved through formal and informal methods

Informally, teachers use

1. Live feedback in the lesson to provide instant support for learners.
2. Fast Brain activities to develop automaticity including tables; spellings; grammar;
3. Mind Maps to demonstrate a growth in knowledge
4. Headteacher awards and Class dojo points to celebrate successes, and reward desirable learning behaviour.

Where a child's progress is harder to monitor using the tools above, individual Success Books and progress towards targets on Individual provision maps will celebrate the smaller progress steps a child has made.

Subject Leaders monitor the learning environment checking on age appropriateness of the displays and identifying appropriate progression and challenge within learning episodes.

Governors and subject leads talk with children about their learning and feedback to Headteacher and governors asking children

- What have they learnt?
- What has inspired them, or changed their thinking?
- How have they been challenged?
- How do they know if they are doing well?
- Do the children see how their learning is building on prior learning?

Formally, subject leaders use formative and summative quizzes to assess the retention of knowledge, from term to term, enabling them to securely judge that learning is being secured in children's long-term memory. Across Science, RE, Geography and History, Proof of Progress Tasks are also used to challenge the more able learners to demonstrate their understanding at a greater depth.

Across KS2 standardised tests are completed in Maths and Reading comprehension at the end of each term. Question Level Analysis allows us to identify areas of strength and challenge.

At Senior Leadership Team meetings and within Key Stages, teachers and leaders moderate writing within English and across foundation subjects.

POLICY REVIEW

Policy Review Term:	Annual
Lead member of staff responsible for review:	Headteacher
Lead Governor responsible for review:	Not applicable – staff review only
Date policy adopted:	10 th May 2012
Dates policy reviewed:	April 2013, April 2014, April 2015, 26 th April 2016, 6 th March 2017, 26 th February 2018 3 rd February 2020 - Policy rewritten to reflect new curriculum 1 st March 2021 – no changes 4 th May 2022 – revised to reflect current curriculum
Dates policy amended between reviews:	