

St Peter's C of E Primary School



Curriculum Policy

Vision Statement

'Faith, Family, Future'

Jesus built his church upon the strength of St Peter – who was his rock. At St Peter's, we provide a solid foundation on which our community thrives through our rich, aspirational curriculum. As a family, we nurture and unlock individual potential through mutual love and respect; enabling all to flourish now and in the future.

'Each of you should use whatever gift you have received to serve others'

1 Peter 4 v10

Rationale

The school curriculum comprises all of the learning and other experiences offered to every pupil at St Peter's Primary School. This policy needs to be read in conjunction with the teaching and learning policy, SEN Information Report and policies relating to assessment.

The curriculum offered by St Peter's Primary will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background.
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective British citizens, able to respond positively to the opportunities and challenges of a rapidly changing world.
- A commitment to lifelong learning.

With input from the governing body, the teaching and support staff in school determined the key priorities for our school curriculum, creating a personalised experience for the children in our local community.

Our key priorities are to provide experiences which will lead pupils to:

- Have a rounded experience and interests, being prepared for their secondary education.
- Have life skills including having the ability to communicate well with a range of audiences, to be able to make healthy choices and take care of themselves, as well as, showing respect and good manners.
- Be enquiring and know how to find answers and to take risks.
- Use resources and technologies effectively, enjoy learning and discovery, including outdoor learning.
- Persevere and be aspirational with a strong work ethic, showing pride in their work and striving for more
- Demonstrate self-responsibility.
- Understand their local context and appreciate diversity.

Structure, Organisation and Coverage

The school ensures coverage of the National Curriculum through careful planning and a programme of monitoring by the leadership team and subject leads, supported by the governing body.

Teachers plan for each subject area to allow them to meet the statutory requirements of the National Curriculum. Cross curricular links are made where appropriate and identified in the long term plans. Planning reflects pupil voice through discussion and allows for pupil input into medium term planning. The key priorities listed previously are a focus; teachers plan specific activities and open-ended learning opportunities which allow children opportunities to develop these skills and attitudes. Breadth and balance is ensured through careful planning to ensure the units of work are varied and provide a range of foci as children move through each year group. Planning will ensure progression of skills as well as knowledge. Due to the mixed year groups, we run a two year planning cycle in Key Stage 2 to ensure coverage.

English

Having an appreciation for literature and improving reading and writing is a key priority for St Peter's Primary. The planning of high-quality key texts taught through the Power of Reading, addresses this priority. Grammar, punctuation

and spelling is taught in line with the National Curriculum, building on the phonics delivered through the Read Write Inc. programme in EYFS and key stage one. Spelling is taught discretely using Spelling Shed alongside teacher led activities. Children who have completed RWI access weekly spelling homework activities on the Spelling Shed website. The Literacy Shed VIPERS are used to support the teaching of reading comprehension throughout the school. Accelerated Reader is used to assess reading and support children in choosing appropriate, high quality reading books. English is overseen by the subject leader.

Mathematics

Across the school, mathematics is taught in discreet year groups, planned from the National Curriculum, using White Rose. Teachers are moving towards a mastery curriculum for mathematics through training and leadership by the mathematics lead. The White Rose scheme of work, PowerPoints and workbooks alongside extension activities are used to meet the needs of the children. White Rose PowerPoints are adapted to meet the needs of the children in the class and to support the 'ping-pong' approach to teaching and learning. The use of manipulatives and scaffolding is used to ensure children understand the mathematical concepts. Planning is co-ordinated and overseen by the mathematics lead.

Science

The science curriculum is taught using Kapow. The units have been mapped out to ensure depth and breadth of learning, with clear progression through the areas of science: materials, energy, animals including humans, living things and their habitats, plants and forces, Earth and space. Each year in term 6, children consolidate their learning through a making connections units.

PSHE

Spiritual, Moral, Social and Cultural aspects of learning, as well as children's mental health and well-being, underpin all aspects of school life and the values of the school. Growth mind-set is embedded into school life and is promoted in all areas of the curriculum. PSHE is a specific focus for the school, we use Jigsaw as a whole school approach. This provides a comprehensive scheme of work aiming to prepare children for life, helping them know and value who they are and to understand how they relate to other people in this ever-changing world.

Religious Education

Religious Education is planned from the diocesan planning, through Understanding Christianity and RE Today. Parents have a right to withdraw their children from RE. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources.

Computing and Online Safety

The curriculum for computing is planned using Kapow. Online safety and responsible online behaviours permeate all aspects of school life; to support this aspect of online safety is taught weekly using Project Evolve. Project Evolve covers all aspects of 'Education for a Connected World'.

Foundation Subjects

Geography, history, art & design, design technology and music are taught through the Kapow scheme of work. These are mapped out and overseen by the subject leaders.

Modern Foreign Languages

The school has chosen French as its modern foreign language. This is led by a teacher who is confident in reading and speaking the French language. The Kapow scheme is used to teach French throughout key stage 2. Children are taught in discrete year groups in order to allow for progression.

Early Years Foundation Stage

In the Early Years Foundation Stage the key priorities are reflected in the thematic units which are planned to deliver the Prime and Specific areas of learning. The teachers use the four principles of the EYFS, the unique child, positive relationships, enabling environments and the understanding that children learn in different ways and at different rates. The EYFS lead has embedded the new EYFS curriculum and ensures that Communication and Language skills are a priority.

Assessment

Formal assessment of reading, writing and mathematics takes place 3 times per year using the Accelerated Reader/Rising Stars Assessment Materials/White Rose assessment materials and is moderated by subject leaders/SLT. Teachers carry out their own teacher assessment during terms where there is no formal assessment. The 'All on one page' tracking grids are

used for each child to track their termly progress. Target Tracker software provides the structure for recording assessments.

Each unit in maths is assessed using the White Rose end of unit assessments. Data is recording on tracking sheets.

Science, geography, history, French, computing, music, art & design and design technology are assessed against the learning objectives for each unit using the assessments provided by Kapow.

RE is assessed termly using the assessment and tracking materials implemented in school.

PE is assessed termly using the assessment and tracking materials provided by the PE Planning scheme.

Retrieval Practice

Children revisit previous learning as they move through the school. Low stakes quizzes on Kahoot! are created at the end of topics which can be used for future retrieval practice. Memory Maps of learning are created using working walls, key learning and vocabulary in order for children to revisit their learning as they move through the year groups. Key vocabulary is revisited throughout topics and key vocabulary cards are created in order for children to revisit these through the year groups. Quizzes, Memory Maps and vocabulary cards are created for each year group and move through the school alongside them.

Development, Monitoring and Review

Subject leaders carry out termly monitoring of their subject. These include lesson observations/drops ins, book looks including evidence on SeeSaw and pupil voice.

The effectiveness of subject leaders and schemes of work are monitored by the Curriculum lead and Headteacher.

Reviewed – October 2024