

St Mary and All Saints CE Primary School

Curriculum Statement

Curriculum Intent

At St Mary and All Saints CE Primary School, we strive to provide our children with a curriculum which is ambitious, inclusive and diverse. Through quality first teaching, we provide enriching and relevant learning experiences which develop the whole child and prepare them for the next stage of their learning.

Our curriculum aims to equip all pupils with the knowledge, skills and understanding required to become inquisitive and analytical citizens who are able to make meaningful links between their immediate experiences and the wider world and its complex cultures. Underpinned by our Christian values, our curriculum enables children to acquire knowledge and cultivate skills and enable them to maximise their spiritual, intellectual, physical and societal potential.

Our curriculum is planned so that children are inspired, encouraged and challenged to develop their individual potential and personality to the full. It is constantly evolving to develop the skills needed for children to become successful learners, help prepare them for life in modern Britain and empower them to achieve success in the future.

We place a strong emphasis on the development of basic skills, which are necessary to become confident and independent learners. The rehearsal and application of basic skills learned in the core curriculum is central to our curriculum. Children apply their knowledge and develop their resilience and perseverance to solve problems and generate creative solutions.

Our curriculum is broad and balanced, with rich and memorable learning experiences. This allows children to make deeper connections in their learning. Children benefit from a clear learning progression that allows them to develop subject knowledge and skills that build on prior experiences and nurture an understanding and belief in the importance of sustainability, social accountability and individual potential. We aim for children to acquire a strong web of knowledge across the curriculum subjects that is deep, durable and aids their long term memory.

At St Mary and All Saints CE Primary School, children develop a strong sense of moral purpose in addition to a respect and understanding of people who have different characteristics of themselves, whether that be by age, disability, gender, race or sexuality. A rigorous, well planned curriculum delivered by excellent staff in an ethos of care, love and support enables our pupils to be well rounded, empathetic young people who have a thirst for learning and respect for all around them, being sympathetically aware of other people's feelings demonstrating tolerant and forgiving.

Our in-class provision is supplemented by a wide range of extra- curricular opportunities, allowing the children the opportunity to further develop their interests and talents.

Ultimately, through our curriculum, which is bound together by our School Vision of Head, Hand and Heart, we aim to:

- Develop our minds and ability: what we learn and how we realise our potential.
- Develop our creativity and attitudes: how we live, use what we have learnt and contribute to society.
- Develop our hearts and character: who we are and how we interact with others.

Curriculum Implementation

Each class teacher is supported by a teaching assistant, which helps us ensure that all children receive the support they need to reach their full potential.

Our pupils are assessed regularly to ensure that their learning remains on track. Formal assessments are carried out three times a year, after which teachers meet, discuss and plan the next units of learning to meet the needs of each child. Success is celebrated across all areas of the curriculum.

Early Years Foundation Stage

Our Early Years Curriculum in Reception, follows the Statutory Early Years Foundation Stage Framework and focuses on the seven areas of learning: Literacy, Number, Understanding of The World, Communication and Language, Personal, Social and Emotional.

It challenges children, encouraging them to develop into motivated learners, who are curious about the world around them. Our children are nurtured in a secure environment, whilst being allowed to explore, enquire and take risks both inside and outside the classroom. Our children make swift progress within a child centred context and make a smooth transition to Key Stage One.

We believe that it is fundamental that a child feels comfortable in their learning environment. We, therefore, offer a home visit before the child starts Reception in September and visit the Child's Nursery (if they attend one). This allows both the child and the parent to meet the teacher in the security of their own home environment.

Key Stage One and Two

We offer a broad, exciting curriculum, taught through a topic based approach that makes learning fun and encourages pupils to make links between different areas of their learning.

Our pupils are taught by motivated, highly qualified teachers whose lessons are designed to make subjects meaningful and relevant to our pupils. Our wide range of facilities and resources enables us to make learning an exciting, dynamic experience.

We believe that all children have the right to equal opportunities in all aspects of school life and we aim to ensure that all pupils have equal access to the curriculum.

In Religious Education, pupils learn about Christian traditions and beliefs, but also other religions promoting tolerance, understanding and respect for other cultures.

As a fully inclusive school, our SEND pupils access the curriculum through differentiated tasks; a variety of teaching and learning opportunities and styles such as drama and role-play; and through practical, visual and auditory experiences. Children who are struggling to access the curriculum are identified early at pupil progress meetings and support is put in place. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs within daily class organisation. If a child's need is more severe, we will involve appropriate external agencies for support and recommendations.

Curriculum Impact

Lesson observations, learning walks and book scrutinies are timetabled into the school year. These are carried out by Senior Leaders and Subject Leaders at different times. Subject leaders report to the Curriculum Leader on their findings. They look for a clear link between the progression statements, planning and children's books to ensure that there is continuity, breadth, balance and progression throughout school. Feedback is given to staff on the findings, both positive and developmental and is used to further improve teaching and learning for all.