



## ***'For the Children'***

### ***'Opening the door to learning' John 10:10 'to have life in all its fullness'***

#### Curriculum Intention

Here at Leasingham St Andrew's, we feel passionate about learning at every level and we ensure that every pupil is given the opportunity to succeed- with pupil achievement and enjoyment being at the heart of everything we do.

Our intention is to shape and nurture children to reach their full potential. We believe that, in order to achieve this, we need a tailor-made curriculum that is built around skills, knowledge, personal and spiritual development.

We aim to do this by creating and embedding a curriculum that allows for creativity and critical thinking whilst also ensuring that key skills are embedded; before building on this prior learning in a focused and aspirational way. This aspect of the curriculum is underpinned by a focus on academic development: providing an array of first-hand experiences for our children to learn from; ensuring our children have the opportunities to develop interpersonal skills and build resilience in a supportive environment. In turn, we hope that children will understand that learning is a vital lifelong skill.

Our ambitions for our curriculum:

- High aspirations permeate across the school
- Offer cultural experiences and enrichment experiences
- Develop a love of lifelong reading
- British values are an intrinsic part of the school

Underlying all of this planned curriculum is the need for emotional and spiritual development– we work with children and their families encouraging our children to learn the importance of being a confident communicator and caring for and valuing themselves and their community – ensuring their community, in turn, values them.

By combining our focused curriculum with our Christian values we hope to open our children's eyes to the opportunities the world has to offer them – encouraging them to be aspirational, respectful and successful.

Leasingham St Andrew's has implemented the Curriculum through a creative approach with lots of opportunities to use key skills across the curriculum.

## **Implementation**

We at Leasingham St Andrew's are proud of the rich curriculum we offer our pupils. Teaching is based on core learning in English and Maths. Other subjects, including Science, History, Geography, Religious Education, Computing are taught throughout the school in a broad and balanced curriculum and complement these core subjects.

Where possible, we take a broadly thematic topic-based approach to learning with a chosen theme each term used to explore different subject areas. However, we also maintain discrete subject areas and ensure that knowledge within them is built sequentially. Topics range from World Traveller.com to Infinity and Beyond! Our inventive and imaginative approach to the curriculum ensures all children are engaged and enthused by what they are learning.

Our Curriculum is implemented with our Curriculum Intent at the heart of all we do at St. Andrew's Primary School.

Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on knowledge and skills. Progression documents have been produced by subject leaders to ensure that we have a clear progression across the school of the knowledge and skills that children need to acquire to be "ready for life". Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning.

Developing an understanding of the fundamental British values is highlighted in key aspects of the curriculum and assembly themes.

Our curriculum design is based on evidence from principles of learning, ongoing assessment and organisation and cognitive research.

These main principles underpin this:

- Start from a learner's existing understanding.
- Involve the learner actively in the learning process.
- Develop the learner's overview, i.e. metacognition – this requires that students have a view of purpose, have an understanding of the criteria of quality of achievement, and self-assess.
- Emphasis the social aspects of learning (i.e. learning through discussion) as these make a unique contribution to learning.

Our curriculum organisation and timetabling give learners opportunities for constant recapping of knowledge and skills with well-spaced reviews.

## **Impact**

We regularly review how well our curriculum goals enable achievement.

### **High-Quality Outcomes**

- Has the learning journey led to a purposeful outcome or product?
- Do children have ownership of the outcomes?
- Do the pupils experience a taste of the best that has already been achieved?
- Are there relevant contexts for high-quality outcomes for English and Maths?
- Are teaching expectations high enough?
- Are there clear assessment criteria?
- Are pupils challenged to think and to evaluate their learning?
- Is assessment purposeful, efficient and used to shape future learning?

We evaluate through monitoring, book looks, data analysis and project outcomes.

### **Curriculum Content**

- Are pupils able to connect local, national and global contexts for their learning?
- Do children experience enjoyment for their learning?
- Do teachers respond to educational research?
- Are the rich resources within the local community and environments being maximised?
- Are tasks adapted to reflect current affairs and technological and environmental changes?
- Is AfL responsive and effective?

We evaluate through monitoring planning, pupil interviews, evaluations and book looks.

### **Mastery for all challenges all**

- At the point of learning is the curriculum sufficiently challenging and appropriate for each child?
- Are there opportunities to develop a deeper understanding of the learning values?
- Are there high expectations for all?
- Does the work of the children show that tasks are rich?

We evaluate through curriculum outcomes, book looks, pupil interviews and assessment.

### **Embedding knowledge and skills**

- Do children have opportunities to solve problems and undertake learning at a deeper level?
- Do children have the opportunity to build on their knowledge and skills throughout the school?
- Are knowledge and skills carefully planned in the curriculum projects?
- Are there coherent links within projects that increasingly challenge and embed knowledge and skills?
- Do children have opportunities to embed their knowledge and skills in the curriculum?
- What knowledge and skills have pupils gained against expectations?
- Is each National Curriculum subject given integrity and taught systematically through each Key Stage?

We evaluate through curriculum assessment

### **Being part of a family and community**

- Does the curriculum engage pupils to be part of a family of learners?
- Do children share their learning with others?
- Do children learn from others?
- Are our school values explicitly taught in our projects and prepare them for their future lives - whatever they may be?
- Is "St Andrew's Way" embedded in our school?
- Do pupils engage with the local community, national and global issues?
- Are pupils able to relate their values and experience to British Values?

We evaluate through pupil interviews, lesson observations and curriculum evaluations.