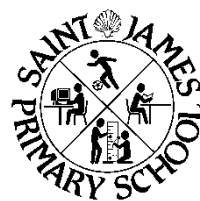


# St. James' Church of England Primary School, Handsworth



## Curriculum Policy January 2024

### Curriculum Intent

At St James we recognise that the children are the heart of everything that we do. Our curriculum strives to give each individual a strong base for them to build on in order to become successful citizens within their community and the wider world. All children receive an ambitious, broad and balanced curriculum.

Our curriculum is underpinned by the National Curriculum and our Christian vision which has supported us to develop a knowledge engaged curriculum which represents our culturally diverse community and reflects our location.

At St. James our knowledge engaged curriculum has been designed and sequenced so that learning is revisited to build schemas so that changes can be made to the long term memory.

Our main curriculum driver is our school value of LOVE:

Let your light shine – this enables the children to be ambitious with their talents and explore how they can shine and flourish not only while they attend school but at all times.

Opportunities for all – our curriculum is an inclusive curriculum where all the children have access to the learning and that they are supported to learn well.

Value one another – the children are given opportunities across the curriculum to learn about becoming good and respectful members of a community and valuing each journey and faith.

Enriching education – the curriculum promotes a change to children's long term memory. We aim to engage learners with such a rich variety of experiences that they become successful life-long learners.

### Values

Our school curriculum is underpinned by our core value of LOVE, where all pupils are given an opportunity through their education to acquire knowledge, skills, vocabulary and understanding that they use in order to lead fulfilling lives. St James Primary School is in full agreement with the statements of aims included in the introduction of The National Curriculum Handbook for Primary Teachers in England.

These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which children are unique. We listen to the views of individual children and we promote respect for diverse cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so we prompt inclusion, co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty.
- We value our environment and aim to teach the children through our curriculum, how to respect our world and how we should care for its future generations as well as our own.

## **Aims of the curriculum**

The aims of our school curriculum are to:

- Ignite a love for learning in all pupils and nurture a Growth Mind-set.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient disciplinary and substantive knowledge so that pupils can demonstrate that they know more, can do more and accomplish more.
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave St James fully prepared for the next stage in their education.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and to be able to choose and apply these in relevant situations.
- Develop an enquiring mind and be able to ask questions.
- Expand pupil's vocabulary to help them communicate their ideas and become confident, articulate individuals.
- Equip pupils with the knowledge and cultural capital they need to succeed in life as educated citizens.
- Feel safe and valued as part of a caring community so they are confident enough to take risks with their learning.
- Support pupil's spiritual, moral, social and cultural developments to inspire the pupil's to become imaginative, creative learners who understand and respect each other.
- Support pupil's physical development and responsibility for their own health, and enable them to be active.

## **Cultural Capital**

Our curriculum has been designed to build cultural capital in our children so that they can draw upon a range of knowledge, skills and behaviours in later life to show cultural awareness, knowledge and competence. Our curriculum has been designed and sequenced so that children build various elements throughout their curriculum journey and threads have been put in place so these are revisited over time. We want our curriculum to give the children key ingredients which are embedded over time so that they can become successful global citizens.

## **Roles and responsibilities**

The Curriculum Leader maintains a comprehensive overview of the curriculum provided by the school and works in partnership with the SLT on a range of strategic planning, monitoring and evaluating tasks.

Subject leaders are given non-contact time, so that they can carry out the necessary duties involved within their role. It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local levels and each leader has a subscription to their subject professional body to support this understanding. Each subject leader has an intent for their subject which outlines the main aims for their subject and have outlined how they want their subject implemented in the classroom.

Each subject leader reviews their subject intent by reviewing curriculum plans for their subject with the support of the Curriculum Leader. The leaders ensure full coverage of the National curriculum while making sure that the progression of knowledge, skills and vocabulary are included into the spiralling curriculum where these key elements are revisited at regular intervals to reduce the amount of forgetting.

Subject leaders with the support of the Curriculum Leader review the way the subject is being implemented in the classroom and with the pupils by carrying out various monitoring tasks. The information gained from monitoring is used to plan for improvements within the curriculum so it is constantly evolving to suit the learner of our school.

Class Teachers have the final responsibility to produce the class specific planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from The Curriculum Leader and the Subject Leaders when appropriate and are required to ensure all provision promotes a broad and balanced curriculum.

## Organisation and planning of the curriculum

The curriculum lead has produced a yearly curriculum overview which takes a topic based approach to the learning for Science and the foundation subjects as well as keeping the core subjects of Phonics, Reading, Writing and Maths embedded within the curriculum as separate overviews. PSHE and RE have overviews relating to their subjects, which are born through the Jigsaw and Discovery RE schemes of work.

The foundation overview shows which topics are covered in which year group and in which term the learning will take place. The topics have been written so our pupils have access to an engaging, inspiring, balanced curriculum, which will support their understanding of the themselves and the wider world.

The Curriculum Lead, along with subject leaders, have planned the topics so that the pupils have the opportunity to experience the full range of National Curriculum subjects. The curriculum intent allows coverage of all of the National Curriculum requirements as well as making sure that links have been identified so that prior knowledge is being built upon and the new knowledge being taught is the stepping stone to the next stages of each pupil's learning journey through the school.

Our curriculum has been designed so that threads have been put in place through the whole curriculum so that knowledge, skills and vocabulary can be revisited to allow the pupils to remember more and therefore accomplish more by spaced learning and spiralling progress. By revisiting key knowledge, skills and vocabulary throughout the curriculum it brings information back to the working memory, which enables schema to be built. This schema will allow key knowledge, skills and vocabulary to be retained and forgetting will therefore be reduced.

Each subject has its own subject intent which highlights the expectations for this subject, so that it can be implemented in the classroom. The curriculum and subject leader produces the long term planning for the different subjects, which clearly outlines the knowledge, skills and vocabulary they want pupils to learn at each stage and by the end of their time at the school. This planning also gives a detailed overview on how the learning is spaced throughout the curriculum to allow for forgetting. The end points have been identified and assessment has been put in place to assess the learning throughout the school. The assessment allows the teachers to identify learning which needs to be revisited even before the next point within the spiralling curriculum. These plans have been clearly designed so that knowledge, skills and vocabulary are progressive throughout the school by building on the previous year's learning. These plans have been put into place with the support of a variety of schemes of work which are outlined below:

- PE Hub
- Kapow
- Key Stage History
- Teach Computing (National Centre for Computing Education)
- Music Express
- Discovery RE
- My Happy Minds
- Jigsaw
- Junior Jam
- Sports Plus
- Mastering Number (National Centre for Excellence in Teaching of Mathematics)
- Little Wandle Letters and Sounds
- No Nonsense Spelling

Our medium term plans are written to make sure that the coverage of the subjects are in place and the plans outline what needs to be taught and when. The medium term planning includes purpose questions, learning intentions, activities and key vocabulary. Everything on the medium term plan needs to be covered during the half term. The teachers use this plan in conjunction with the long term planning for each subject to know where the learning sits within the curriculum journey.

The short term plans are those that the teachers write on a weekly basis. These are used to set out the learning intentions for each lesson and to identify which activities staff will use within this session so that the children revisit previous knowledge, skills and vocabulary as well as the introduction of new learning.

### **Implementation of the curriculum**

Each subject area has its own pedagogical choices on how to teach the subject for example Art is set out into six lessons as History has different purpose questions. Subject leaders have outlined their pedagogical choices within their subject's implementation.

To implement the correct session for the pupils to learn more and move forward within their learning journey the teachers need to know what the pupils have previously learnt, what they need to learn at that point and how the current learning fits into the next stage. Due to the need to gain all this information the staff at the start of each half term are asked to look at their current topic in detail by finding out what the pupils need to know during the topic, what previous learning will support the new learning and where this learning fits into the learning journey of each pupil. The staff use the long and medium term planning as well as pupil's previous books to complete the Before, Now and Next grid.

To implement the curriculum into the classroom the teachers design their short term planning by thinking about different teaching and learning elements which can be used to support the pupil's disciplinary and substantive knowledge. These different approaches are outlined in greater detail in the Teaching and Learning Policy. To do this the teachers have researched and adapted ideas and activities of various educational advisors to support how to implement this knowledge within their classroom. The main educational advisor's theories, activities which have been used are:

- Alex Bedford – Pupil Book Study (2021)
- Mary Myatt – High Challenge Low Threat (2016)
- Tom Sherrington – Walk Thrus (2020)
- Rosenshine – Principles of instruction (2010)
- Ron Berger - Critical evaluation to produce the best work – excellence (2003)

At the start of lessons and topics, teachers revisit previous learning and bring substantive and disciplinary knowledge back to the working memory so that new learning has a context. These activities can take the form of quizzes, odd one out, focus activities, can you remember two things, entrance tickets etc.

To support the pupil's substantive knowledge, the teachers write knowledge notes to accompany the learning. The pupils use these knowledge notes during lessons to support and aid their learning so that they know more. They also use these knowledge notes as a revision tool when looking back at learning.

When implementing the curriculum into the classroom, task design is at the forefront of the teacher's thinking to make sure that the pupils gain the knowledge, skills and vocabulary they need to progress through the curriculum.

Vocabulary is a vital strand of the curriculum and both Tier 2 and Tier 3 vocabulary is planned for on the long and medium term planning. To implement vocabulary into lesson the teachers create different forms of vocabulary instruction and vocabulary organisers so that key vocabulary can be taught to pupils to support their learning and give them a better understanding of the world in which we live.

Explanation and modelling is an element of implementation that all of our teachers plan for and deliver during their lessons. The teachers use a range of questioning, scaffolding, modelling techniques using the work of Alex Bedford, Rosenshine and Tom Sherrington theories in particular, to bring the learning to life within the classroom.

Implementing the curriculum in the classroom would not be effective without quality feedback. The teachers follow the Feedback and Marking Policy by giving clarification for the learning, motivation of successes and recognition and as well connecting and deconstructing what pupils know and can do. Assessment of each curriculum subject is assessed and teachers identify any misconceptions, missed learning or learning which needs to be revisited so that this can be planned and implemented into the curriculum.

## **Impact of the curriculum**

We want our curriculum to directly impact on the life successes of our children by:

- Giving them the best possible start to their educational journey by setting the foundation of knowledge, skills and vocabulary which they can use to further their education.
- Ensuring that each child achieves well from EYFS through to when they leave us in Year 6, making good progress from their starting points.
- Enabling the children to have an understanding and sense of the world in which they live and for them to use this knowledge to become successful citizens.

## **Inclusion**

Our curriculum at St James Primary School is designed to provide access and opportunity to all the children who attend our school. The teachers set high expectations for every pupil. They plan challenges for the pupils whose attainment is above the expected standard and they plan activities which support the learning of pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to plan for these groups and set targets when needed. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. If a child has special educational needs or disability, the school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice (2015). If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special educational needs.

## **Monitoring and review of the curriculum.**

Monitoring and evaluation tasks take place in partnership with the Head teacher, Deputy Head teachers and the Curriculum Lead (AHT). These tasks will link into the monitoring programme, School Improvement Plan, as well as the performance management of the teaching staff. Leaders will report their findings through reports and provide feedback to staff to celebrate strengths and identify aspects for improvements. Subject leaders will work alongside the curriculum leader to monitor and evaluate the planning and standards achieved by the pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny's and pupil voice. They will provide written feedback where necessary to celebrate strength and identify aspects for improvement.

## **Links to other policies:**

- Teaching and learning policy
- SEND and Inclusion policy
- Teacher standards
- Assessment policy
- Subject specific policies e.g. PHSE/RE

**Next review date: Mrs R Matthews September 2024.**