



ST. ANDREW'S CE PRIMARY SCHOOL

'Curriculum For Life' Rationale

Policy Number	
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Approving Committee	SLT
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Version No	Date Approved	Reviewed By	Changes
V1			
V2	Sept 17	M Platt	Assessment paragraph added
V3	Sept 18	M Platt C Clay	Minor amendments and updates following school review and new Ofsted Framework
V4	May 19	M Platt C Clay	Updates with new aspects to the key components
V5	Nov 19	M Platt C Clay Staff Input	Updated following staff input
V6	Nov 20	MP CC	Updated cultural capital section
V7	March 22	MP CC	
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Introduction

The purpose of this document is to outline the approach that has been adopted to implement the curriculum at St. Andrew's. It sets out what we aim to achieve, the lifeskills we wish to develop, the content and the skills we have apportioned to each year group in a sequential manner. The decisions made have been done so by reference to the school's *Mission Statement* and the staff and Governing Body's vision for the future of our school.

School's Mission Statement

St. Andrew's Church of England Primary School is a happy, safe and welcoming environment where everyone is valued. Our Christian faith is central to moral development, mutual respect and an appreciation for the cultural diversity within our community. It is our intention to provide opportunities for every child to succeed and to strive towards excellence in everything they do.

We are a family; our strength is in our love and respect for one another. Together we can achieve our goal.

Aims

- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts remain a key priority



- To utilise the rich resource and history of our local community of Boothstown
- To support our school's values and ethos
- To ensure standards remain high with discrete English and Maths teaching and a focus on reading as a priority

Intent

Our school's curriculum has undergone several changes in recent years. Since 2014 we have reviewed and updated its content and organisation a number of times. The National Curriculum of 2014 detailed the learning to be taught throughout Key Stages 1 and 2 with a strong emphasis on English and Mathematics.

In order to make our curriculum unique, interesting, balanced and coherent for our pupils' needs, we researched (staff and governors) various curricular because we wanted to design a curriculum that met our specific school aims:

Our Priorities

Teachers have identified key knowledge that is particularly important to secure for all pupils. This is the substantive knowledge that, within a particular sequence of lessons or topic, teachers deem as crucial components for pupils to embed into their long-term memory.

Essential 'Core' Learning

- Reading, writing and mathematical fluency
- Reaching age related standards
- Values
- Sport and the creative arts

Lifeskills:

- Resilience
- Assertiveness and confidence
- Self esteem
- Communication skills
- Social skills
- Coping skills
- Stress management
- Problem solving
- Emotional awareness

Lifeskills to promote good mental health

At St. Andrew's we consider mental health as an integral aspect of our children's health. The World Health Organisation describes mental health as 'a state of wellbeing' where a person realises their potential and ability, can cope with 'the normal stresses of life', is able to work productively, and contribute to their community. So that our children can achieve this, we teach them the core life skills listed above. These are taught across the curriculum and discretely during PE and PSHE lessons.

English and maths are cornerstones of our curriculum and these subjects are rightly given a high priority. We believe that without strong English skills children are unable to access other areas of the curriculum. Reading is prioritized at St Andrew's. We have decided that there



may be a need for our pupils to have further work in English and maths, which may include additional sessions each week, booster work with teachers and teaching assistants or extra English slots added to the timetable across the school. Our decisions are based on sound evaluations and are implemented consistently across the school. The high standards achieved support this approach.

Values

The school's mission statement reflects our explicit desire to provide a relevant educational experience for all children, regardless of their ability, background, gender, age or ethnicity. It recognises that all children are different and unique and that school plays a key role in assisting each child in his/her development, so that he/she may become a responsible and well-rounded adult of tomorrow. Throughout their time at St Andrew's, pupils will grow in a Christian atmosphere where all relationships are based on mutual respect and the belief that all children matter. These relationships are seen to be the foundation on which our values – peace, forgiveness, commitment, compassion and love and respect are built upon.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil can draw upon which demonstrate their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil will draw upon to be successful in society, their career and the world of work. At St. Andrew's we recognise that for our pupils to aspire and be successful academically and in the wider aspect of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Each subject taught within the school day makes its own contribution to pupils' cultural capital development and alongside this, our creative and enriched curriculum plays a major part in developing cultural capital.

Knowledge of great works of art, great music, great literature and great plays, and of their creators, is an important part of every child's education. We place great importance on the development of creative thought through the arts, dance, music and drama. Assemblies, creative arts weeks/days, enrichment days and dance festivals play a major part in promoting this area of the curriculum. This emphasis on such work has been commended in the achievement of the Artsmark Award, Eco Schools and Global Neighbours. We prioritise sport and competition and it features heavily in our school. We feel children benefit socially and emotionally through participating in sport.

Implementation

The task set for us was to define the curriculum more widely than just the statutory requirements alone. Our curriculum fully encompasses the 2014 national curriculum and 2021 EYFS curriculum and provides for an expression of our own priorities such as the creative arts, sport and life skills.

We have achieved our uniqueness by including the following **aspects**:

1.	Curriculum Map (Long term)	Themes apportioned to each year group
2.	English and Maths Expectations	Expectations for each year group
3.	Curriculum-on-a-page	Overview for each year group
4.	Sequence and Progression Documents	1) LT plan 2) Content 3) Skills



5.	Medium term plans	Knowledge and activities linked to NC content, written by staff
6.	Knowledge Organisers	Key knowledge and vocabulary for long term memory-Hist, Geog, Science, Maths, Eng
7.	Pre and Post Quizzes & Pre-Post summaries	Pre and post topic assessments
8.	Tiered Vocabulary	Tier 2 – high frequency mature language Tier 3 - low frequency subject specific words
9.	Home learning projects	Completed throughout the topic duration to reinforce learning

Balance

Balance within the curriculum is fundamentally about time given to each area and how it is used. Curriculum planning inevitably involves a compromise in terms of time that the school can give subjects in order to meet its statutory requirements. Thought has been given to the frequency of subjects taught, a consideration of whether some subjects can be taught in 'blocks' and the needs of our children in this part of the city. A further consideration was the overall sequence and progression given to subjects over the key stages. In order to avoid teacher overload and pupil memory overload decisions about time given to different subjects and their frequency were carefully considered.

Progression

Teachers plan lessons based on national curriculum content, skills and knowledge we want our pupils to have. Through whole school planning, coordinators play a leading role in establishing sequential and progressive long term plans in their subject. This is then translated into a whole school curriculum map. Clearly, close monitoring of the curriculum is necessary. Staff work together to write plans for their own year group and liaise with each another to ensure cohesion and to build in progression of knowledge and skills, whilst ensuring content is delivered. At St Andrew's, teachers' medium term plans are written with clear learning outcomes and in-built progression incorporated. Knowledge organisers have been created with the sole purpose of enabling pupils to apply key knowledge as a skill across the curriculum.

How do we do this?

Teachers consider the National Curriculum and EYFS curriculum content along with learning that has taken place in previous year groups and use this to determine what they want the children in their year group to learn. There are references made in planning to previous learning, so that children are able to see progression for themselves. The **sequence and progression** documents ensure appropriate coherence and that learning is progressive. When putting these documents together, subject leaders have been able to check there is adequate coverage, sequence and progression in knowledge and skills for their subject.

Within each topic/theme, **key substantive knowledge** from the national curriculum and EYFS curriculum is assessed frequently to ensure it is committed to pupils' long term memory. Teachers at St. Andrew's have worked collaboratively to plan and write a curriculum suitable for our school and our pupils, which has been quality assured by curriculum leads and SMT.

RSE and citizenship

RSE is currently taught via PHSE and permeates the whole of the curriculum. Issues are addressed on a daily basis. We aim to give pupils the knowledge, skills and understanding they need to lead confident, healthy independent lives and become informed, active,



responsible citizens. All pupils at St Andrew's are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of our school and communities.

Impact

Assessing and Reviewing our Curriculum

We have adopted a teach, test, test, test approach, to ensure key substantive knowledge is embedded. Frequent recall of knowledge takes place through the use of retrieval quizzes and half termly checks and tests. Target Tracker give us half termly evidence of how pupils are doing against key knowledge. Alongside this, Target Tracker allows us to summarise attainment and progress against age related expectation in all subjects.

On leaving our school, national performance information demonstrates that the curriculum at this school is having a positive impact on outcomes. Pupils consistently perform well above national expectations and we know they have been immersed in a rich and varied curriculum.