


Curriculum Statement

Promoting excellence within a caring, Christian community

Confident – We embrace challenge and persevere
Aspire – We aim high
Respectful – We are friends and cherish God's world
Inclusive – We welcome everyone and are all of equal worth
Nurturing – We look after each other so we can all flourish
Generous – We give to each other and our community



"Love each other as I have loved you."
John 15:12

Curriculum Intent

At St. Andrew's we teach the **National Curriculum**, building the **knowledge and skills** of our children, through the delivery of a broad and balanced curriculum. Our curriculum is structured so that we can **Promote Excellence in a Caring, Christian Community**. We help each child to realise and reach their potential so that they are **prepared for their next stage of learning** and can enjoy life in all its fullness. Children are taught how to be fulfilled, responsible members of our society. We build **resilience** in our children, teaching them to **endure and persevere** and how having a Growth Mindset helps us to achieve our potential.

We develop a love of learning in our children and deliver a '**spiral curriculum**', where skills and knowledge are revisited. In each subject we have identified the essential knowledge for our children.

We teach our children to be **aspirational** and give them the foundations to achieve their dreams. We are **inclusive**, our teaching is based on the knowledge that all children are unique and have differing abilities and educational needs and that all children should have the opportunity to thrive, feel valued and be happy at school.

We know that for our children to flourish and become **confident** learners we must provide them with real life experiences; pupils at St. Andrew's are provided with a range of enrichment and extra-curricular activities supported by our links with the

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church and the local community. We give our children memorable experiences so that they can **draw upon that knowledge** for years to come.

We have redesigned our long and medium-term plans to allow learners time and flexibility to go deeper into the carefully mapped knowledge and skills. Through effective planning, we allow our pupils the opportunity to apply previous knowledge to new learning. The outcome is that there is an enhanced retention of these skills and knowledge beyond the time of delivery. For example, our lessons begin with our 'Quick 6' where pupils are questioned and discuss 6 facts or essential knowledge based on previous learning. These planned opportunities allow pupils the time to practise what they know so that they can deepen their understanding in a discipline. We ensure that content is sequenced to ensure that components of knowledge are leading to conceptual understanding.

Each subject leader has developed their subject so that the curriculum has sufficient depth and that there is a sequential coverage of knowledge and skills with a clear model of progression throughout Key Stage 2. We know how important it is to ensure our pupils leave the Junior School as fluent and confident readers; we therefore ensure reading is prioritised across the whole curriculum.

Subject leaders at all levels have clear roles and responsibilities and carry out their role in curriculum design and delivery. They have the subject knowledge and expertise to support effective design and implementation of their curriculum subject. Leaders, including governors, regularly review and monitor subjects to ensure that it is implemented well and in accordance with each subject handbook.

Subject leaders have created subject handbooks for each area of the curriculum. These handbooks include information on what the intent of each subject is, how the subject is implemented and what the impact measures are. Subject leaders at all levels use the impact to create subject action plans and curriculum overviews. Handbooks include essential knowledge and information on how children with additional needs and those who are working at Greater Depth are supported and ensure that our vulnerable groups of pupils are given opportunities to excel in their learning. Information on how subjects are assessed is included in each handbook and ensures each class teacher is clear in where pupils are in their attainment and able to quickly identify areas for further development.

To achieve our school vision and to ensure our pupils are aspirational and that we are inclusive of all, we provide our pupils with opportunities to extend their learning in a wide range of curriculum areas beyond the hours of school days through our provision of extra-curricular clubs. We offer a wide range of clubs including those linked to PE (e.g. cricket, multi-sports, karate, football and dance), the creative arts and music (e.g. ukulele, art and Christian Crackers).

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Curriculum Implementation

Pupils in our school are taught curriculum subjects discreetly rather than being taught in a topic-based way. In this way, we ensure that specific skills and knowledge linked to subject are taught, learnt and built upon year on year. Children have workbooks for most individual subjects including practical subjects such as Art and Design Technology. Where individual workbooks are not used (e.g. in Music and PE), pupils attainment, work, reflection and progress is recorded in class Big Books. Big Books are also used across a number of other foundation subjects and enable teachers to see the journey our pupils make throughout Key Stage 2.

Lessons are planned and taught to meet the needs of all children including those with additional needs. Teachers plan lessons which ensure all children can access whole class learning opportunities where possible. Our Learning Mentors and Teaching Assistants help to provide more structure when needed.

In some subjects, teachers use schemes of work to support learning. For example, in Mathematics we use My Mini Maths, Classroom Secrets, Hands on Maths and White Rose Maths resources and planning. In spelling we use planning from Spelling Shed and no nonsense spelling. A number of other schemes are used to support planning of our foundation subjects. In most cases we tend to use a range of resources to support our own schemes of work. More information is available in the subject handbooks available on our school website.

We ensure that all vulnerable groups are given opportunities to excel in their learning. We provide a variation of learning styles which cater for the needs of all groups. This extends beyond the learning in the classroom. For example, our pupils participate in the local Boccia tournament and SEND sporting events.

Our school provides a healthy budget for the provision of high-quality resources for every curriculum area. Subject leaders ensure that their curriculum area is well resourced and that our pupils are able to use up to date resources and equipment.

At St. Andrew's we want every child to be a confident, fluent mathematician. When the children join us from Key Stage 1 we continue to develop their mathematical learning in a way that helps them have good number sense. We build upon the principal focus of mathematics teaching in Key Stage 1 where pupils have developed confidence and mental fluency with whole numbers, counting and place value. This enables them to continue to confidently reason and approach problem solving in a resilient, positive manner with a range of approaches to assist them.

Our mathematics learning is developed and delivered through a 'spiral curriculum', where skills and knowledge are revisited throughout the year and throughout school.

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Children have access to concrete materials that help them develop both skills and knowledge. As they grow in confidence, they are able to communicate their mathematical thinking in pictorial and abstract forms.

The school has created a long-term plan that meets the needs of the children in our school. The maths leads checks the short and long term plans to ensure coverage of the National Curriculum content and to ensure that fluency, reasoning and problem solving runs through all learning. To embed mathematics learning and knowledge we use concrete and pictorial representations before moving on to the abstract methods- this is something that is also monitored. We re-visit key concepts and topics throughout the year encouraging the children to build on their prior knowledge and use what they already know. By doing this we are developing confident mathematicians who have a good number sense who can achieve depth in their learning.

In English, we have a well-established tradition where our reading and writing curriculum is led by the very best quality children's literature. In addition to our text-based learning, children receive daily lessons in spelling. Handwriting sessions are taught weekly in Lower Key Stage 2 and when necessary in Upper Key Stage 2. Independent reading is supported by our use of Accelerated Reader. For pupils who need additional support with reading, the Nelson PM Benchmarking Assessment resource is used alongside coloured book banding.

Our core values (respect, peace and friendship) and our school vision (CARING) are reinforced throughout the curriculum where we ensure there are planned opportunities to develop and celebrate these values.

We know that for some of our pupils, transition from Year 2 and Year 6 can be difficult. For both years we have transition action plans to ensure pupils are well supported and that they have an appropriate level of support at each level. For example, we have additional transition days throughout Years 2 and 6. Our pupils have a Year 5 'buddy', which they write to and meet in Year 2 so that they have an additional friendly face to look out for when they join us.

We want our pupils to leave Key Stage 2 with sound knowledge and understanding of each objective in the National Curriculum. To enable our pupils to remember more in the foundation subjects, teachers use 'Quick 6' at the beginning of their lessons. This enables our pupils to reflect on the learning they did last week, last month and last year thus enabling our pupils to make connections between the topics they are taught. Teachers have created knowledge mats and knowledge organisers for their subject areas which allow our pupils to identify and learn the key facts and vocabulary required in a particular topic.

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We understand that our pupils lost a significant amount of learning time due to Covid19. Because of this, a robust recovery curriculum has been implemented in which teachers ensure learning is sequential and that key learning objectives in both foundation and core subjects which have been missed are taught. Additional adults have been deployed into the areas around school where these are most needed. A catch-up recovery plan has been written for literacy and mathematics in which key actions have been identified. Select pupils have been identified for additional before or after school tutoring across the whole of Key Stage 2.

Curriculum Impact

Lead teachers for each curriculum subject undertake regular monitoring of outcomes through pupil interviews, workbook scrutinies, lesson observations and subject deep dives. Lesson observations linked to English and Maths take place termly. Each subject leader ensures foundation curriculum areas observe lessons and monitor at least annually.

All curriculum leaders in school are given allocated time to monitor their subject areas. During this time leaders look at their long-term plans, create and monitor their action plans, audit resources and monitor the impact of their curriculum. Leaders inform senior leadership of their curriculum developments and areas to develop further. These tasks are completed annually as a minimum.

Subject leaders have a well-defined assessment process which is used to track pupil progress on each subject area. This information is reported to parents annually for foundation subjects and termly for Literacy and Mathematics. Teachers use the data to inform their subject action plans and identify areas which require additional support.

Progression skills documents are used in each subject to ensure specific skills are planned and developed year on year. The skills progression documents support the development of pupils' skills in each subject area. These are further supported by subject knowledge organisers which enable pupils to see the key vocabulary and knowledge required for the subject that term. Teachers have used the Rainbow Continuum to support the planning of skills in the foundation subjects.

Governors ensure that the impact of our curriculum is measured by undertaking Governor Link Visits. Governors are also provided with curriculum developments through termly Governor data meetings.