



St Paul's Community Primary School & Nursery

Curriculum Overview

Introduction

Our curriculum is a framework for setting out the knowledge, skills and understanding to be gained at each stage of our pupil's education (**intent**); structured with added narrative, of how this will be addressed and delivered within school (**implementation**) and for evaluating pupil's achievement and attainment against expectations (**impact/achievement**).

At St Paul's Primary School & Nursery our collective vision is "Learning for Life." To achieve this we believe our curriculum should meet the needs of all children whatever their ability and needs, through inspiring a love of learning for life; promoting the spiritual, moral, cultural, mental and physical development of all pupils, inspiring them to be proud of themselves and understand their place within their community, our country and the global community; preparing and equipping pupils with the skills and tools for learning to enable them to imagine and aspire towards prosperous futures.

The main drivers for our curriculum offer are:

- Health, safety and wellbeing- supporting our pupils and their families to be physically and mentally well which will lead to healthy and happy lives.
- Engagement and intrinsic motivation- teaching pupils HOW to learn and how to be resilient, resourceful, reflective and demonstrate the ability to work with others (Building Learning Power).
- Respect and tolerance- enabling pupils to be accepting of everyone, demonstrating kindness and mutual respect in all situations, with an awareness of the impact of their own actions.
- Awareness- opening up perspectives on our place within the world, our culture and making international links
- Aspirations- provide a full range of first-hand experiences, enabling pupils to make informed choices about their futures and explore possibilities linked with their interests, as well as holding high expectations of themselves.
- Communication- ensuring that all pupils have the necessary tools to communicate effectively and appropriately in a range of ways- verbally, creatively, physically and through the written word.

Planning Our Curriculum

We structure our curriculum through the use topic themes on a two-year rolling cycle, to ensure that learning engages pupils, enables them to make links in their learning and build on their learning throughout each phase of the school. The curriculum is progressive and maps out the knowledge, skills and understanding required within each stage of learning, enveloped by an overarching 'hook'. We also link our topic themes to related high quality texts to promote a love of reading and to enrich and develop our pupil's vocabulary and language.

There is a topic theme each term which is shared between a 'phase' or pair of classes- Y1&2, Y3&4 and Y5&6. We use Cornerstones as a curriculum tools to ensure we have the required national Curriculum coverage. Each termly topic theme may have a subject specific bias, for example, history or geography, music, design technology, science and art as well as the development of personal and social skills and responsible citizenship. However, it is structured so that key skills and knowledge within each subject is covered across the year. Some subject areas are taught as discrete units of work where no meaningful link can be made to the topic theme.

Steps in the planning process

Our curriculum subject leaders act as a 'expert' in their subject and are responsible for its strategic planning. They have developed '**hierarchies**' for their subjects, mapping out the National Curriculum's skills and knowledge across the school to ensure pupil's learning is progressive and meaningful. This ensures that we are meeting our statutory requirements and learning building throughout time.

From these 'hierarchies', **curriculum maps/ cycles** are created, where the overview for each year groups is mapped out and ensures that pupils receive the coverage they require. At this point, we plan for our first-hand experiences and outdoor learning to enhance our offer to the children.

Teachers then plan from the curriculum maps and plot out when and where they will teach the relevant aspects in their '**Pacing Grids**'- whether it be in a sequence of shorter lessons or in a block of lessons to maintain momentum. This gives more detail regarding the activities and learning that the children will take part in and paces the learning across the term. We share the children's learning plans on our class pages on the school website at the start of every half term. Termly planning may be used in subsequent years as a framework, but is open to changes in response to the requirements of new cohorts and to local, national and global events.

All teachers produce **weekly plans** for maths, literacy, science and topic. These detail daily learning objectives, ideas for whole class teaching and for independent and group activities. Teachers are required to plan using a standard format but are required to use it as a working document which is added to and amended in response to Assessment for Learning and the ongoing needs of children within the class. Ideas within these weekly plans may be used again in future years, the plans themselves will not be reused in order to respond to the varying and specific needs within different cohorts.

Implementation of the Curriculum

We teach English and Maths as discrete subjects, with dedicated lessons each day. Wherever possible English will be linked to the theme as we believe that the quality of the work will be enhanced by the knowledge, language, vocabulary and experience that children have had within the subject matter being studied. Where there is not obvious link then these subjects will be taught discretely, for example in Maths and subjects such as R.E.

Phonics

From Nursery through to Year 2, we teach phonics and early reading by following "Read, Write, Inc." Children are taught through a systematic approach, enabling them to understand, encode and decode words through their learning of sounds, enabling them to develop the skills required as readers, as well as writers. They are assessed regularly to ensure that they are reading with fluency and developing a sight vocabulary as well as increasing their learning and recognition of letters that make up units of sounds.

Reading

Reading and building a wide bank of vocabulary is an ongoing focus for the school. We use whole class reading, shared reading and guided reading as tools throughout the school week, covering different genre and extending pupil's knowledge about the use of language.

Pupils read books related to their reading ability and fluency, as well as their ability to comprehend what is being read. We actively promote reading at home as well as in school through the use of R.E.D (Read Every Day) in EYFS and KS1 and then through Accelerated Reader and myON in KS2. Pupils are assessed using the Star Assessments from the online Renaissance platform. Each child can choose books within their reading range to read independently and/or share at home depending on the ability of the child. Our teachers check pupils are reading books that will challenge them, and create exciting reading areas around the school. After reading a book, pupils have opportunities in school to take a quiz on the book they have read. Accelerated

Reader is a powerful tool for monitoring pupil's comprehension and ultimate progress to becoming a proficient reader.

Writing

We follow the Talk for Writing process to enable pupils to write creatively and with technical skill. We focus on spelling skills, grammar skills, planning for writing, analysing writing and extended writing within each unit, to give us a regular routine and process to build strong competencies in all aspects as writers. We work hard on handwriting and presentation through "Letter Join" and daily practice, and edit our work carefully to improve it. We assess writing at the start and end of every unit with cold and hot writes, which enables both teachers and pupils to see progress in writing over time- boosting self-esteem and belief.

Maths

We use White Rose Maths Hub mastery schemes of work for progression. White Rose promotes secure acquisition of skills, knowledge and understanding as well as enabling pupils to apply their learning successfully to mathematical problems. We assess using Star Maths Assessments from the online Renaissance platform, teacher assessment and unit tests throughout the year. The Star Maths tests provide accurate data about what pupils know and what they are ready to learn next. This in turn informs future planning and teaching and ensures that learning is maximised.

Other Curriculum Subjects

Teachers plan for all other subjects using the Hierarchy documents and any related schemes that we have adopted to use, for example "Charanga" for music, GetSet4PE for Physical Education. We regularly plan for a wide variety of educational visits and visitors into school, including annual residential trips, International Schools Events and focus weeks such as "Anti Bullying Week" to open up our curriculum offer and enable pupils to learn from first-hand experiences.

The Early Years Foundation Stage

The curriculum that we teach across the whole of EYFS (Nursery and Reception) focuses on the development towards the Early Learning Goals and on developing children's skills and experiences to ensure they are fully prepared for the next stage of their learning. Young children learn effectively through play and by engaging in well-planned structured activities that meet their needs and promote thinking. We do all we can to build positive partnerships with our pupils and their families as soon as they start in our Nursery. Both Nursery and Reception teachers complete a base line assessment and records the skills of each child on entry and then use the information to plan each child's next steps in order to achieve a good level of development by the end of the year. Assessment is tracked on the online "Tapestry" portal and we actively encourage parents and carers to share experiences and shared and ongoing learning at home too.

Social, Moral, Spiritual and Cultural Education

At St Pauls, we recognise that social, moral, spiritual and cultural development is central to the education of all pupils and permeates the whole curriculum and ethos of our school. It is reflected in the behaviours of individuals and in their interactions. We promote "British Values" through our spiritual, moral, social and cultural education which permeated through the school's curriculum and supports the development of the "whole child". We recognise that such development is most successful when those values and attitudes are promoted by all staff and provides a model of behaviour for our pupils. We ensure that this is promoted not only in the classroom but through assemblies and shared opportunities. We use the materials within our PSHE Association membership to ensure every opportunity is utilised.

