



St Swithun's Curriculum Statement



Valuing individuals, aspiring and achieving together in faith

St Swithun's C of E Primary Academy's Vision

**Love bears all things
Believes all things
Hopes all things
Endures all things
(1 Corinthians 13:7)**

Our Strategic Aims

Love bears all things

To teach our children to develop empathy and compassion with a love that never gives up on others and seeks Justice in the world

Love believes all things

To teach our children to trust in others and to search for the truth with the courage to be honest

Love hopes all things

To teach our children to know that God has a plan for each of us and to trust and respect one another, knowing that everyone has a uniquely valuable role to fulfil

Love endures all things

To empower our children to face challenges with resilience and to nurture a community build on honest reflection, repentance and forgiveness

Curriculum Intent:

At St Swithun's, we are committed to providing a curriculum which is broad and balanced, and provides our children with opportunities to gain essential knowledge, skills and understanding which will enable them to flourish and reach their full potential academically, physically, artistically, socially and spiritually.

Whilst our curriculum encompasses the formal requirements of the National Curriculum, our vision is to provide our children with a range of rich learning experiences beyond the classroom which inspire our children and help to shape their future lives; ensuring that they are responsible citizens of the future.

At St Swithun's we are inclusive of all and recognise that every child is created in God's image. We are committed to 'valuing individuals' celebrating diversity, tackling discrimination, promoting equality and fostering good relationships within our school and community, we aim for our children to be inspired by the contributions and accomplishments of others and to have a sense of belonging to and respect for our local and global communities.

Reading and vocabulary development is the key to our children's academic progress, personal growth and development and future success and our curriculum has a specific focus on Reading and Vocabulary development. With this in mind, we have developed a bespoke 'Reading Spine'. The books we choose are linked to our topics in school, developing children's background knowledge and vocabulary acquisition. We also link our texts to elements within our locality, such as links to rivers/canals for each phase, the U.K. and the East Midlands. The overriding factor however, is to ensure high-quality texts in the first instance.

We are designing a curriculum which will ensure that when our children leave us to move on to their secondary education, they:

- ✓ Are independent and inquisitive learners.
- ✓ Are empowered to face challenges with resilience
- ✓ Demonstrate positive attitudes to their learning, embracing challenge and persevering in the face of difficulties
- ✓ Have a secure understanding of the fundamental skills in reading, writing and maths.
- ✓ Are ambitious and take pride in all that they do.
- ✓ Are responsible citizens who contribute to and demonstrate an appreciation of the world they live in.
- ✓ Trust and respect one another, knowing that everyone has a uniquely valuable role to fulfil
- ✓ Are compassionate and caring, demonstrating high levels of respect for others.
- ✓ Are confident and articulate; demonstrating the ability to question, debate and challenge

Curriculum Implementation.

Our curriculum is based on the National Curriculum statutory requirements whilst being designed to include the experiences that are relevant and the opportunities that broaden their life experiences and extend their horizons. Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferrable skills for success in their future lives.

The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting learning journey for every child, ensuring that year group expectations are achieved, and milestones are met at key stages throughout their primary education.

Our rich curriculum is designed so that the subject specific skills and knowledge are taught within a connected and meaningful theme each half term. Progression documents for each subject identify the learning expectations for each year group. These are organised into medium term plans which clearly highlight the learning objectives, assessment opportunities, differentiated tasks as well as links to other subjects. Teaching sequences are informed by a combination of schemes of work from Kapow Primary Resources and professional associations in PSHE, Geography and History. Teachers plan and tailor units of work and lessons to address the specific individual needs of children so that all children are able to reach their full potential regardless of their starting point.

Quality First Teaching:

- ✓ All staff have high expectations of themselves and of every child
- ✓ Teaching staff are expected to impart knowledge accurately and with enthusiasm.
- ✓ Teaching staff are expected to take into account prior knowledge and experiences and to build upon this systematically
- ✓ Highly focused lesson design with clear Learning Intentions
- ✓ High demands of child engagement with their learning; High levels of interaction for all children;
- ✓ Appropriate use of teacher questioning, modelling and explaining; Emphasis on learning through dialogue;
- ✓ An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- ✓ Regular use of encouragement and praise to motivate children.

Target setting

- ✓ Individual children's progress is tracked;
- ✓ Strengths and weaknesses are identified, supporting planning and intervention
- ✓ Summative data is collected and recorded on a termly basis;
- ✓ Children have regular opportunities to discuss their progress.
- ✓ Teachers actively involve children in setting and reviewing their progress towards their targets;
- ✓ Teaching, interventions and revision programmes are adjusted in the light of the progress children make;
- ✓ Parents and carers are regularly updated on their child's progress;
- ✓ Processes run across the whole academy to ensure consistency and are regularly evaluated by SLT and Governors to ensure that the needs of all children are being met.

Focused assessment

- ✓ Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- ✓ Day to day, formative assessments are used effectively;
- ✓ Assessment for Learning (AfL) is evident across the academy – learning outcomes, success criteria, self and peer evaluation.

Intervention

- ✓ Individuals and groups who are not making sufficient progress are identified;
- ✓ Provision for intervention is mapped according to need;
- ✓ Detailed plans are put into place;
- ✓ Learners are enabled to perform beyond age related expectations, deepening their knowledge and understanding;
- ✓ Interventions are evaluated and relevant adjustments are made;
- ✓ Pupil Progress Meetings take place regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

Learning environment

- ✓ Organisation of the classroom/learning environment adapted to the children's learning needs;
- ✓ The use of learning resources and IT developed to allow children to work independently and successfully;
- ✓ Make effective use of other spaces – spare classrooms, Nurture Room, hall space & library
- ✓ Displays to be a mixture of celebration of children's work, supportive resources and the knowledge the children have gained through our Knowledge Organisers. Key vocabulary to be displayed for each subject.

Curriculum organisation

- ✓ The curriculum is designed to cater for the needs and interests of a full range of learners;
- ✓ Some children may follow a bespoke curriculum ensuring that the whole child is developed and supported;
- ✓ The curriculum is taught through themes which focus on reading and vocabulary development.

Extended curriculum

St Swithun's offers a full curriculum to all, and enrichment is offered to all children so that every child can achieve.

Character Curriculum

We aim to foster confidence, delight and discipline in seeking wisdom, knowledge, truth, understanding, knowhow and the skills needed to shape life well through a broad and balanced curriculum that has Christian Values and Character Education at its core. We start with the individual child to ensure they develop over time, the wisdom, knowledge and key skills needed to navigate through important stages in their lives. These key stages include, transition points during their time in school which then combine to prepare our young people for adult life and wider world opportunities.

What each child feels about themselves and others is crucial when thinking about human dignity and respect. It is important therefore to provide opportunities for our children to explore how they view themselves and others. **All** children should feel empowered to make the right choices, to seek the right support and act in a way that they understand and recognise the equal worth of all members of the community. Everyone should feel valued and recognise that they are made in the image of God.

Our curriculum offers creativity across all areas with an emphasis on developing effective and sustainable learning habits. We value highly, the development of emotional intelligence and teaching our children what becoming a good person, citizen, parent, employee, team or group leader actually means.

We support our children through our Character provision and by providing opportunities for all to experience the Christian faith which inspires and motivates the school community and opens up new horizons of hope and aspiration.

Reading:

Reading is a perquisite of achievement and as such is an integral part of all of our lessons.

At St Swithun's, we teach reading through:

❖ Reading core texts in English:

The reading is closely linked to writing and the teaching sequence moves from text engagement to gathering content for writing from reading to scaffolded writing, followed by independent and then cross curricular writing.

❖ Reading across the curriculum:

At St Swithun's, we maximise opportunities for children to read, through our Topic Reading Lessons. These lessons focus on the teaching of reading whilst increasing the children's knowledge and understanding of the topics being taught in History and Geography.

❖ Reading fluency:

Fluency strategies are taught across the school but lower key stage 2 children have daily fluency lessons. Children are assessed at 3 points in the year to identify progress in this area.

❖ Independent Reading:

At St Swithun's we support children's independent reading and ability to make informed choices about their reading. Once a child is a fluent reader, they are supported in their choices through the structure of a colour banded system. Children can select books from orange to grey band according to their confidence and stamina. This helps children to select within a range that is age appropriate and has success built in. Children are closely monitored to assess their reading level, ensuring that children are reading the most appropriate books.

❖ 1:1 reading:

For children who find mastering reading a challenge, we use a 1:1 programme called Switch-on reading.

❖ Reciprocal Reading:

At St Swithun's, our aim is ensuring that every child is a reader for life. We use Reciprocal Reading strategies to develop comprehension. Through a combination of whole class and group lessons our Reciprocal Reading sessions encourage children to take the lead in learning the skills needed to become a reader:

- Predicting.
- Clarifying;
- Questioning;
- Summarising

❖ Daily whole class Story time:

We believe that every child should have a daily opportunity to be enthralled by stories and poems. Each day a member of the class teaching team reads to the whole class for 10 minutes. This might be the core English text (when the core text is a novel) or it might be a poem or short story.

Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies to support the children.

In EYFS

Children are taught the process of reading; learning that words and pictures have meaning. Decoding is taught through Little Wandle Letters and Sounds Revised validate DfE SSP programme.

Every child engages regularly in 'Reading Practice' sessions

- 1) Decoding
- 2) Prosody
- 3) Comprehension

Through a range of practical activities children learn familiar stories. Children explore skills such as sequencing, prediction and retrieval.

In Key Stage 1

In Year 1 we use Little Wandle Letters and Sounds Revised validate DfE SSP programme for our phonics. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups.

Every child engages regularly in 'Reading Practice' sessions

- 4) Decoding
- 5) Prosody
- 6) Comprehension

In Year 2, children explore vocabulary, prediction, sequencing, making inferences and retrieving information. They gather content for their writing which is scaffolded before children write independently.

Children also engage in Reciprocal Reading sessions which promotes the independent reading skills that are required to be a proficient reader. They are taught to make meaning in collaboration, through:

- Predicting;
- Clarifying;
- Questioning;
- Summarising

Maths:

At St Swithun's Maths lessons are planned and delivered using a specially designed lesson consisting of Counting, Review, Vocabulary, Guided practice and Independent practice. Teachers use the 'White Rose Scheme of Learning' resources to support the careful planning of each small step for each unit. It is underpinned by the concrete, pictorial, abstract (CPA) approach. Although predominantly taught as a stand-alone subject, maths is woven through all areas of the curriculum as and where natural links present themselves.

Science:

At St Swithun's we believe that 'Science stimulates and excites a pupil's curiosity about natural phenomena and events in the world around them', so we have implemented a science teaching strategy that encourages the development of an understanding of our environment, primarily through first-hand experience, exploration, interaction with scientific phenomena and by developing scientific language. All our children develop their skills of enquiry and investigation to promote and progress their creative thinking. They learn to ask scientific questions and begin to appreciate the way Science will affect their future.

Throughout the school, children engage in scientific activities which encourage them to ask questions, to learn through practical experiences and to offer their own solutions to problems, enabling them to become independent and effective learners.

History:

At St Swithun's we teach a progressive History curriculum. Children explore significant British events, significant world events and British Kings and Queens. Children are taught knowledge through high quality texts, trips and visits, whilst developing their key skills such as: chronological awareness, understanding historical context, and organising, evaluating and communicating information.

Geography:

At St Swithun's, we teach a progressive Geography curriculum. Children explore Local geography; landmarks and physical features and Natural Disasters. Children are taught knowledge through high quality texts and trips and visits, whilst developing their key skills such as: map reading, interpreting data, comparing, locating and scale.

Art:

At St Swithun's, Art is a subject area that we celebrate and enjoy. Art is taught through high quality school projects, where children across the school work towards a whole school theme, such as The Elements, Animal Kingdoms and Dynasties. Each year group will learn a range of skills and techniques, use different mediums and develop the ability to experiment with different kinds of art, craft and design whilst increasing the children awareness and appreciation of art. Throughout the year, children will have opportunities to develop their artistic skills and will be taught to:

- ✓ Use materials to design and make products.
- ✓ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- ✓ Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space. Create sketches to record their observations.
- ✓ Use a range of materials including, clay, charcoal, paint, pencil and fabric.

Art will be celebrated across the school through high quality displays which illustrate our appreciation and love of Art.

PE:

At St Swithun's, we value sports and what it can bring to our young people, from social skills and values for life. High quality CPD is delivered to every class teacher via our partnership with Retford Oaks Academy. Their PE specialists co-teach one of the two PE lessons that every child receives each week. Sports helps our children to become healthy, independent and positive people.

Our PE lessons are where each child will start their learning journey into sports, so we want this to be a positive experience for all and this is what we strive for every day. We do this by having layered activities for children to choose from so they can decide which challenge they are ready for and a clear progression to achieve the lessons overall objective.

We also focus lessons on our fundamental movement skills which are agility, balance and coordination and we believe this underpins every sport we play.

- Agility – ability to move quickly and easily.
- Balance – an even distribution of weight enabling someone or something to remain upright and steady.
- Coordination - that you have control over the movements of your body.

Our PE is enriched by a range of opportunities for all our children to participate in a wide range of inter-schools' competitive sports events through our membership of the Bassetlaw Schools Games.

Computing:

At St Swithun's, we teach our children the skills required for the digital era. Children will be taught skills such as programming, exploring virtual reality, producing music and coding. We believe that our children need to have access to high quality computing lessons which will prepare them for their future career opportunities.

Music:

Music is valued at St Swithun's, as we ensure that all of our KS1 & KS2 children are continuously exposed to quality first teaching. Our approach is to provide all children with the opportunity to excel and express themselves musically by delivering an extensive programme of high-quality music provisions.

Our wide and expansive range of musical instruments and equipment allows children to experience well-resourced music lessons following the national curriculum, whole class instrumental lessons and after school choir and instrumental clubs.

We also subscribe to 'Musician of the Month'.

Musician of the Month fits perfectly alongside our music resource and is aimed at creating a culture of musical appreciation and understanding throughout school. We focus on a wide range of high-quality live and recorded music, carefully drawn from different traditions, composers and musicians.

Curriculum Impact.

At St Swithun's, children are assessed during every lesson which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed termly, and progress is measured against end of year outcomes for individual children and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The children will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The children will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our children to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our children will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We reward children each week for demonstrating the school's core Gospel Values. These achievements are shared with parents through school Dojo.

We will measure the impact of curriculum through:

- Pupil achievement data
- Lesson observations
- Curriculum termly reviews
- Attendance rates
- Behaviour
- Extra Curriculum registers
- Pupil questionnaires
- Pupil Voice
- Parent questionnaires

