

St Peter's C of E Primary & Nursery School



Curriculum Policy

Reviewed: February 2024

Next review due: September 2026



'Unlocking the gates to a lifelong love of learning and faithfulness'

Vision Statement

At St Peter's C of E Primary & Nursery School, the growth and development of children and adults is central to everything we do. We aim to provide an education which inspires every child to be the best they can be. As a Church school, our ethos is rooted in distinctive Christian beliefs and values whilst embracing diversity, respecting other faiths and worshipping together.

At St. Peter's we work together to provide an inspiring, inclusive and creative learning experience for all of our children. Our welcoming and safe environment, encourages everyone to be happy, resilient and enthusiastic learners. This enables all of our children to take risks and experience life in all its fullness. We aim to nurture the whole child and celebrate them as unique individuals. Our hope for our children is to leave St. Peter's with confidence, prepared for their future and to go 'beyond expectation'.

Equality, Diversity and Inclusion statement

St Peter's C of E Primary & Nursery School is committed to valuing diversity by providing equality of opportunity and anti-discriminatory practice for all children and families. We also value our staff and are committed to good employment practice.

St Peter's C of E Primary & Nursery School seeks to ensure that no member of the school community, or any person through their contact with the school, will receive less favourable treatment on the grounds of a protected characteristic. These include: race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependents, disability, sexual orientation, gender reassignment, age, trade union or political activities, socio-economic background, living situation, or spent convictions.

In this we include all members of the extended school community – pupils, staff, Governors, Parents / carers and others from our local community. Partners, supply teachers, contractors and other visitors to the school are also expected to adhere to this policy.

We have created a curriculum that is knowledge-rich and vocabulary-rich for all subject areas so that it captivates our children's interests

A key focus of our curriculum is to prepare children for the next stages of their education and their future lives by developing the whole child to become a confident, respectful individual who has a positive and aspirational attitude to life. Children develop personally to know who they are; why they are here; what they might want to become; and how they can make a difference in this world. We do this through continuously revisiting and planning with our vision in mind: creative learning, personal achievement and happiness, as well as our Christian Values and Virtues and our British Values. Our Curriculum Maps are rolling programmes which ensure that all of the National Curriculum 2014 is taught through explicit subjects or the topics and themes described (in EYFS). To support this, we have clear written Schemes of Work showing progress in substantive and disciplinary knowledge and skills for each phase of school to ensure that appropriate learning objectives are taught, and that learning is progressive and challenging.

Curriculum Intent

Our curriculum intends to:

- be cumulative, coherent and challenging as it progresses from nursery through to Year 6, and prepares our pupils for Y7 and beyond;
- enable our pupils to be able to recall and describe knowledge and concepts in familiar, unfamiliar, local and global contexts;



- enable our pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences;
- enable our pupils to be successful, confident, collaborative, compassionate and responsible individuals and citizens;
- be inclusive by providing equity for all learners, regardless of their personal cultural capital or special educational needs or disabilities, through its rich learning experiences and vocabulary development so that everyone can flourish spiritually, physically, intellectually, emotionally, morally and socially, and live life in all its fullness.

Curriculum Implementation

- We have designed a curriculum progression in vocabulary, knowledge, skills and concepts
- In Key Stages 1 & 2, we use the Unity Curriculum as the basis for Science, History, Geography, Art & Design and Design Technology lessons and the KAPOW scheme of work for Music, French and Computing.
- Senior Leaders ensure that all teachers are familiar with curriculum expectations through training and monitoring with a focus on ensuring that outcomes can be achieved by all pupils;
- Subject leaders and senior leaders in school, periodically monitor and evaluate the progress, outcomes and impact of the curriculum.

Class teachers will:

- provide inclusive, quality first teaching in all subjects by planning and delivering engaging and effective the teaching and learning for their class;
- teach using our evidence-led 'six phases of learning' pedagogical structure and the Education Endowment Foundation's 'five-a-day' approach
- make decisions about which resources and materials they use, and how they utilise them appropriately and effectively to support and challenge all learners' needs inclusively;
- use their professional knowledge and expertise, share best practice and provide support for each other,
- focussed on outcomes for individual pupils;
- ensure that a range of formative, diagnostic and summative assessments are used to move learning on and challenge all learners to be the best they can be;

Pupils will be encouraged to:

- develop excellent learning behaviours based on our six phases of learning structure.
- learn how to read and develop a love of reading as the key to unlock the wonders of learning and life;
- retrieve, recall, use, connect and add to their vocabulary, knowledge and skills;
- acquire, revisit and continue to develop knowledge, skills and vocabulary within and across the curriculum;
- use their reading, literacy, oracy, numeracy and digital communication skills to purposefully share and articulate their learning with others;
- explore our Vision, and Values so that they can develop as a person, through character and spiritual development with an emphasis on personal achievement, progress and human flourishing;
- discover who they are and what they can become on their journey to being the best me I can be.



Curriculum Impact

Subject Leaders and Senior Leaders:

- routinely evaluate the impact and outcomes for their areas of responsibility;
- use this analysis to identify any necessary actions that develop the quality of provision in their subject, to

Class teachers:

- routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements;
- use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly;
- provide Subject Leaders with timely summative information and analysis about the outcomes of pupils in their class, and the impact of the curriculum.

Pupils voice demonstrates that pupils:

- are enthusiastic learners who understand the purpose of learning and therefore show excellent learning behaviours, empathy and understanding of needs, are resilient and are willing to have a go;
- have a developing love of reading;
- meet and exceed national expectations for learning so that they are equipped with the vocabulary, knowledge, skills and understanding to help them fulfil their dreams and aspirations and are prepared for the next stage of their learning;
- are inquisitive and share their talents, confidence, accomplishments, for example through acting, performing music, art displays
- know who they are and what they might become; they feel valued

