

Curriculum Design Statement:

Intent, implementation, impact
St Mary's C of E Primary School

More than anything we want our children to be happy and thrive in a constantly changing world.

Our curriculum has been designed, planned and organised with breadth, balance and depth with consideration of the needs of all our learners and local context.

We follow The Early Years Foundation Stage Curriculum and The National Curriculum. However, we have developed a bespoke curriculum, driven by the aims and values of our school.

It includes not only the formal requirements but also an abundance of extra-curricular activities and theme approaches that we carefully plan to enrich the children's experiences. We recognise that not all children have the same experiences and as a school we have the unique opportunity to ensure all children have deep and rich cultural experiences. We place a strong emphasis on securing the basic skills of reading, writing and mathematics in every year group.

Intent

In short, our Intent is that children become problem solvers.

The breadth of our curriculum is designed with three goals in mind:

- 1) To give pupils appropriate experiences to develop as confident, responsible citizens;
- 2) To provide a rich 'cultural capital';
- 3) To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Cultural capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read. It includes carefully sequenced vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Key Drivers

As a church school our curriculum is underpinned by our core values of

- Love
- Determination
- Respect
- Honesty
- Courage and

- Compassion

We also aim to provide opportunities for children to create, perform, visit, choose, evaluate, take risks, challenge and form strong relationships with the purpose of nurturing compassionate individuals who recognise their responsibility to contribute to a globalised society. We endeavour to instil children to have high aspirations for themselves and to be the best that they can be. We want to teach our children to give and make a difference wherever and whenever they can.

Our curriculum is based on carefully sequenced learning - a progression model where children build upon previous learning. We plan for progress in all subjects and assess pupils against our End Points.

Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment therefore, answers two main questions:

'How well are pupils coping with curriculum content? And 'How well are they retaining previously taught content?'

Implementation

The Curriculum design at St Mary's is based on evidence from cognitive science; three main principles underpin it,

- 1) Learning is most effective with spaced repetition.
- 2) Interleaving helps pupils to discriminate between topics and long-term retention.
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short term and that sustained mastery takes time.

Each topic begins with an opportunity for an assessment of prior knowledge and skills linked to the main subject driver. For example, if history was taught in Autumn term, and at the beginning of Summer 1, the children will engage in retrieval tasks on all prior learning of the history they have covered. This will be conducted through 'low stakes' activities designed to allow the teacher to assess how well the learners are coping with curriculum content and how well they are retaining previously taught content.

Some of our content is subject specific, whilst other content is combined in a cross curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in some cases provides retrieval practice for previously learned content.

Impact

The impact of the Curriculum is continually under review. We know our curriculum provision has been successful because it leads to good outcomes for all of our pupils including disadvantaged pupils and those with SEND. This ensures that pupils are ready for their next stage of learning.

The goal is for the majority of pupils to have sustained mastery of the content and skills taught. We aim that the children remember and are fluent in the content. We aim for those that can – to have a greater depth of understanding. We monitor carefully to ensure pupils are on track to reach the expectations of the curriculum. We keep what we see works for our children through evidence and we reflect adapt and change that which appears not to be working.

Teachers are continually assessing children's learning against our End Points. Time for retrieval tasks is built in to enable teachers to assess how well the children have retained information at a distance from previous learning. They provide timely feedback to the children to check on understanding and ensure progress is made. Staff are supported with assessments through moderation and a team approach to ensure consistency. Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher.

To further enhance the curriculum, we sometimes have whole school topics throughout the year that allow for further in-depth development of knowledge, concepts and understanding across all subjects and link to community and current affairs.

Early Years Foundation Stage

The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Learning, Developmental Matters and Early Learning Goals expectations.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the Reception class builds on the experiences of the children in Nursery and progress within the phase is carefully planned for and tracked.

The practitioners assess the skills development of each child and record this in the Learning Journey books and on the school tracking system. This assessment forms an important part of the future curriculum planning for each child.

We are proud of the strong relationship we have with parents and use this positively to ensure that children have a joint support approach to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing and engaging them in their child's learning journey.

Implementation Review

As part of our curriculum design, we are using evidence from cognitive science and three main principles that underpin our proposed approach:

1. Learning is most effective with spaced repetition.
2. Interleaving helps pupils to discriminate between topics and aids long-term retention.
3. Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to this, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Inclusion

Through Quality First Teaching, the curriculum in our school is designed to be accessed by all children. If we think it necessary to adapt children's access to the curriculum, to meet their needs, then we do this in consultation with parents. If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher assesses this need. In most instances, the teacher can provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the appropriate external agencies to support and in making recommendations and assessments. We endeavour to provide additional resources and support (where appropriate) for children with special needs.