

St. Peter's CE Primary, Farnworth



Curriculum Policy Writing

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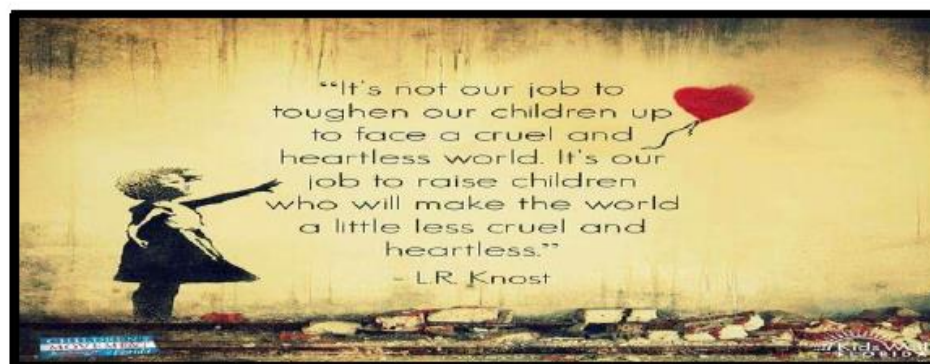


Statement of intent

What is our vision?

As teachers we are often charged with the task of preparing our children for their future. At St. Peter's we think a little differently, and rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves.

Today is the tomorrow of yesterday. By controlling today, we are creating the future of tomorrow.



Our vision is to develop our children to enable them to create the future they aspire for themselves, inspired by God, influenced by the teachings of Jesus and underpinned by Christian Values; rooted in The Bible and the word of God.

Our intention is that our children will contribute to and prosper in society, bringing God's plan for them to fruition.

“For I know the plans I have for you”, declares the Lord “plans to prosper you and not to harm you, plans to give you a hope and a future.” Jeremiah 29:11

Our school purpose is to signal a route to a life that many don't think possible! We aim to maximise social mobility, with God's support & guidance!

Our overall vision is for our children to be able to

“Learn, Sparkle & Shine...”

Develop the elements of wisdom, dignity, hope and community.

WISDOM

Learn



Knowing more today than I did yesterday and more tomorrow than I do today!

Allow for the development of wisdom, knowledge and skills.

DIGNITY, HOPE

Sparkle



Sparkling is knowing who I am, what I love and being proud to be me.

Allow for the development of individuality; character development, hope, aspiration, courageous advocacy.

COMMUNITY

Shine



Sharing kindness, love and joy with other people.

Allow for the development of community spirit – living well together.



In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Matthew 5:16

“Learn, Sparkle & Shine...”



What does “**Learn, Sparkle & Shine...**” mean?



Our school demographics and context require that we provide a curriculum that;

- promotes high aspiration (**learn**),
- encourages positive attitudes, resilience and strong mental health (**sparkle**) and,
- develops positive citizens with strong community (Christian and British) values (**shine**).

Our intention is to provide this curriculum, underpinned by Christian Values; rooted in The Bible and the word of God.

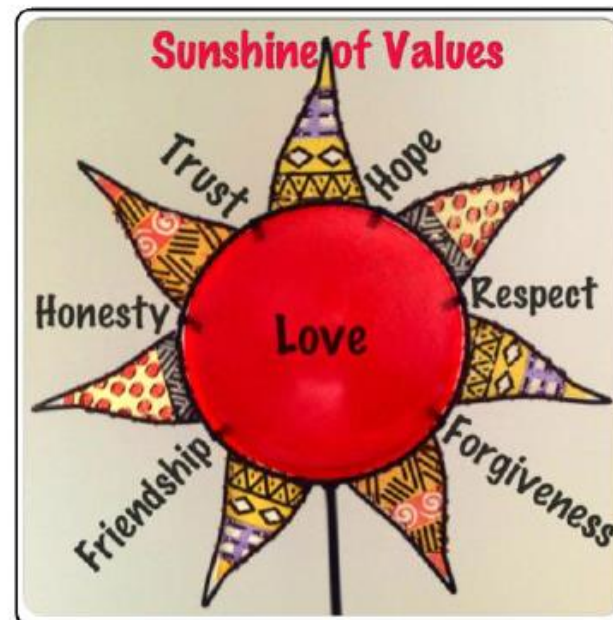
St. Peter's C.E. Farnworth

I have come to the frightening conclusion that I am the decisive element in the classroom,
It is my daily mood that makes the weather.

As a teacher I possess a tremendous power to make a child's life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humour, hurt or heal.

In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and
A child humanised or de-humanised.

Dr Haim Ginott



“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

Our vision Our children will....	Our beliefs and values. Why?	Our strategy What do we intend to do?	Our strategy What will you see?
Learn Allow for the development of wisdom, knowledge and skills. 	We believe ability is a consequence of what happens in our classrooms not a cause! We believe inherited traits are only one part of the story of where we may end up. The environment created in our classrooms, the culture of hard work and determination that we encourage, the recognition that we are all able to increase our knowledge through learning, we believe, has an equally valid impact on our future success. (Learn)	Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny. (Learn) - Promote the incremental learning theory – growth <u>mindset</u> approach - Reward effort and attribute success to hard work and determination	Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.
Sparkle Allow for the development of individuality; character development, hope, aspiration, courageous advocacy. 	We believe that engaging in a rich and varied curriculum will provide our children with an opportunity to develop a positive attitude to learning and an environment in which they can flourish and thrive. (Sparkle)	Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)	Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.
Shine Allow for the development of community spirit – living well together. 	We believe that by using the word of God and the example of Jesus, alongside Christian Values to underpin our work, children will be able to spread positive attitudes and shine as a beacon in society. (Shine)	Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by the word of God and the example of Jesus, alongside Christian and British Values. (Shine)	Visible challenge- The aim of visible challenge is to support our growth <u>mindset</u> philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone. Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Statement of Intent.

The curriculum, in its widest sense, firmly underpins the schools mission statement and school motto of **“Learn, sparkle & shine...”**.

Every pupil has access to a rich, broad and balanced curriculum.

We provide for children's academic achievement and their spiritual, social, moral, cultural, physical and creative development. We provide a curriculum which is enriching, enjoyable and exciting.

We aim to ensure that religious education and spiritual development permeates every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. This is rooted in worship and lived out in the daily life of the school where the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Please also refer to the [Diocesan RE statement of entitlement](#) which the school wholly endorses.

The school follows the national curriculum.

The Reception Year follows the Curriculum Guidance for the Early Years Foundation Stage.

The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding.

The school recognises that ICT will play an increasing role in the "learning society" of the 21st Century. The school empowers staff and children with the knowledge, skills, understanding and attitudes for such a world and believes ICT plays an essential role in the teaching and learning within the school.

The school also places a heavy emphasis on learning through and about the arts, recognising the many attributes that our pupils bring to the school, thus offering all our pupils the opportunity to sparkle.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons

- Walks, visits, trips and visitors
- Themed Curriculum "Learning Days/ Weeks"
- "Current Events" experiences
- Links with professional artists and artistic agencies

The school has a strong PSHE policy which reflects the needs of the children in an ever changing society. Health & relationship education are both planned and spontaneous and are included as part of the PSHE and RE curriculum.

The governors have agreed a policy for relationship education which is available for consultation on our website.

A wide range of extra-curricular activities is offered at the start of each half term. Most teaching staff and many non-teaching staff participate in the provision of extra-curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

Though the Deputy Head teacher takes overall responsibility for the curriculum, subject leaders monitor & evaluate their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Reference needs also to be made to the:

- Teaching & learning Policy
- Equal Opportunities Policy
- Policies for Spiritual, Moral, Social & Cultural development
- SEN Policy
- RSH Education Policy
- Curriculum Subject Policies.
- PSHE policy
- Arts curriculum policy

Spiritual, Moral, Social and Cultural (SMSC) at St. Peter's

As a Church of England primary school, St. Peter's C.E. Primary School, Farnworth, takes its duty to promote the spiritual, moral, social and cultural (SMSC) development of pupils seriously, including the duty to promote Christian and British values.

Church of England schools have a distinctive identity and ethos, popular with parents and families, where the development of social, spiritual and emotional intelligence is as important as academic achievement (www.churchofengland.org/education).

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the churches at diocesan and parish level.

The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith, and promotes Christian values through the experiences it offers to children. (National society ethos statement)

The school's motto **“Learn, Sparkle & Shine..”** and the school's values, based on British and Christian Values (see sunshine of values), underpin all the work that we do at St. Peter's; not only through all the subjects of the curriculum, but also through the ethos of the school and through the development of positive attitudes to learning and behaviour.

The SMSC aspects of our educational provision concentrate on the development of the pupils as an individual, aiming to enrich and extend the experiences of the child in relation to the values, attitudes, beliefs and behaviours, acquired during their time walking down Progress Avenue with us. Our vision and values, aims and ethos are set out above.

When children leave St. Peter's we aim to have provided them with the skills and attitudes to enable them to contribute to and prosper in a democratic, multicultural and modern society.

With God's help we all can **“Learn, Sparkle & Shine”**



Challenging Minds to Grow at St Peter's; Teaching and learning delivery model

Teachers	Lessons	Learning Opportunities
• Have high expectations for all groups of children • Have strong subject knowledge • Promote independence • Promote confidence • Offer praise and encouragement • Are enthusiastic and positive about learning • Model good learning • Offer high quality conversation and talk	• Have a distinct knowledge base • Are purposeful • Are memorable • Are active • Are engaging • Are focussed • See children and teachers working as a learning team	• Develop basic skills • Meet children's individual learning needs • Broaden and extend experiences • Offer an opportunity to try new things • Are cross curricular if appropriate • Offer first hand experiences through trips or visitors

Learning sequence

Connect to prior learning

Review prior learning – 'Can we still'
Ask students to explain their learning
Check student's responses
Provide systematic feedback
WALT/WILF/Hook

Introduce new learning

Present limited, new material in small steps.
Think aloud and model
'I, we, you'
Give clear and detailed instruction
Ask a large number of questions
Provide active practice
Provide models of worked problems

Feedback

Ask a large number of questions and check understanding
Ask students to explain their learning
Check responses of all students
Provide systematic feedback
Use more time to provide explanations
Reteach material as necessary

Apply and extend new learning

Provide a high level of active practice
Guide students as they practice
Ask students to explain their learning
Use more time to provide explanation
Provide many examples
Reteach as necessary
Monitor students work

Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.

I do, we do, you do!

METACOGNITION The seven-step model



Regular review is characterised by the phrase – “Can you still?”

17 Principles of Effective Instruction

- Begin a lesson with a short review of previous learning.
- Present new material in small steps with student practice after each step.
- Limit the amount of material students receive at one time.
- Give clear and detailed instructions and explanations.
- Ask a large number of questions and check for understanding.
- Provide a high level of active practice for all students.
- Guide students as they begin to practice.
- Think aloud and model steps.
- Provide models of worked-out problems.
- Ask students to explain what they have learned.
- Check the responses of all students.
- Provide systematic feedback and corrections.
- Use more time to provide explanations.
- Provide many examples.
- Reteach material when necessary.
- Prepare students for independent practice.
- Monitor students when they begin independent practice.

–B.R.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



8 Provide scaffolds for difficult tasks



4 Provide models

STAGES OF PRACTICE

7 Obtain a high success rate

5 Guide student practice



9 Independent practice



QUESTIONING

3 Ask questions



6 Check for student understanding



REVIEWING MATERIAL

1 Daily review



10 Weekly and monthly review



1

Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2

Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3

Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4

Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5

Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



Subject specific guidance

Curriculum design

Writing is an integral part of our curriculum and is recognised by all our staff as a fundamental life skill. Our writing curriculum is taken directly from the National Curriculum objectives.

We equip all our children with the necessary skills needed to communicate with the world around them. Writing impacts on all aspects of living, including the work place and family life. Thus, our writing curriculum develops children and encourages them to communicate effectively and apply existing knowledge to a variety of situations.

The teaching of writing permeates all aspects of school life; it supports learning in other subjects. We have identified where we can allow application of writing across our curriculum and there are specific writing activities in science, RE and topic where children apply skills taught in English lessons. There is an expectation that 1 piece of writing will be completed in each of these subjects per half term. In addition, writing can be used as a vehicle in all our other curriculum areas, where needed and appropriate.

Planning

The long term plan for writing is taken from the year group objectives in the National Curriculum which are taught across the year and the majority of objectives are taught each term.

The long term overview has been written by the writing lead and is provided for the teachers. This ensures coverage of genres and year group specific genres. The overview provides opportunities for recall and application of certain genres which children may find more difficult – for example explanation texts.

Text/novels are given in the yearly overview to ensure a breadth of reading material for children to use as a model for their own writing. All of the NC objectives are listed on the long term overview and these are covered several times a year.

Staff complete a weekly overview for their literacy lesson this is saved on the school network.

Curriculum coverage and progression of skills

The curriculum has been developed with the objectives from the National Curriculum which separates objectives into year groups. All staff follow this guidance for their teaching and planning. The teaching of genres incorporates prior genres that the children have learnt. The genres are specified in the long term map and these are either taught discretely or in a cross curricular way.

Rationale behind chosen content and timings

The content of the writing curriculum is set by the 2014 National Curriculum and the objectives contained within the programmes of study. As a school we use these to define our teaching and stay within the objectives for each year group providing depth and breadth of experience before moving forwards.

Lesson content and the next steps for learning is determined by the individual class teachers and where their class are currently achieving and needing more support. Lessons build on prior knowledge from previous year groups and this continues throughout the year developing children's skills and understanding further. Areas that are identified as a weakness from termly writing moderation are addressed in subsequent planning and teaching.

Teaching and learning within writing at St Peters

There is a clear, consistent approach to the teaching of writing from Y1 to Y6:
This is adaptable in Year 1 to meet the needs of the children.

Two week sequence Y2 – Y6:

- Reading comp – linked to short write
- Reading comp – linked to short write – text comparison
- Guided read – a contrasting genre/linked to short write
- Sentence – linked to short write
- Short write
- Gaps/sentence – linked to extended write
- planning including speaking and listening (oral rehearsal opportunities) – linked to extended write
- Extended write – linked to short write from previous week
- Extended write/edit (where poetry is being taught – this could be performance lesson)- linked to short write from previous week
- Guided read – linked to contrasting genre/extended write

In addition:

- Regular teaching of handwriting
- Direct teaching following Barak Rosenshine's principles;
- Use of Alan Peat sentence types
- Use of I do, we do, you do as a teaching and learning model.
- Modelled and guided writing
- Opportunities to 'talk' writing through paired and group activities
- Continuous provision in EYFS

Teachers are continually exposed to CPD to develop their pedagogy of writing. They are encouraged to seek support from their colleagues/writing lead if they are unsure about the teaching strategies for particular skills or concepts.

Writing is to be modelled and scaffolded to ensure children are aware of what to include in their writing. Learning opportunities also support the children in becoming fluent with grammatical concepts and through mechanical concepts – handwriting.

Warm up/Can you still?

An essential part of the writing lessons or the lessons building up to the writing process is the starter or warm up as provides opportunities to sharpen skills and revisit knowledge that has been previously taught. It is an opportunity to reinforce concepts that proved difficult for the children or to remind them of key skills that are needed. This part of the lesson should be very clear and allow for individual practice.

Whole class teaching

During the main part of the lesson the key principles of instruction that are taken from Barak Rosenshine and detailed on pages 9 and 10 are used. These should include, amongst others:

- Activation of prior learning,
- Clear and explicit teacher led instruction – through modelled writing
- Guided practice
- Opportunities for independent work

Teachers should also use high quality questioning techniques to elicit children's understanding, explicit teaching of vocabulary, opportunities for paired and group work as appropriate. Teachers should explicitly model the writing process and should verbalise the process they are going through in order to produce a piece of writing.

Explicit teaching of editing and redrafting should be used in order to develop this aspect of writing with children.

Assessment

Assessment is formative when marking of writing is used to plan for the next steps. Books are marked in line with the assessment and feedback policy.

Writing is marked and next steps clearly identified for the child. The marking of the short and long write informs the marking ladders which are in the children's books. Books are moderated termly within the key stage team. This data is tracked to inform end of year targets. In a 3 yearly cycle writing is moderated by the local authority. The data is analysed and areas of strength and areas for development are then identified and discussed with staff during pupil progress meetings. Grammar is tested in a summative way using formal assessments.

Numerical Targets

LA and school based targets are set by the Leadership group in consultation with class teachers. These are based on data from FFT Aspire and PIP's.

Children's books contain writing marking ladders for children and adults to inform coverage and attainment in their year group.

Organisation of resources

Children are encouraged to become independent learners. All classrooms have a range of resources available to effectively carry out the tasks set. Children are made aware of where resources are and how to find them, use them and replace them.

As children mature and gain in confidence they are given the opportunity to select the resources appropriate to the tasks that are set.

The vocabulary related to the taught genre is displayed in the classrooms on working walls and is used with the children at the point of writing.

Use of ICT

We recognise that the use of ICT can vastly enhance the teaching of writing and there are many worthwhile apps and programs that staff use. Staff regularly use interactive programs to demonstrate and model specific outcomes as this enables children to have a stronger and clearer understanding of what the children need to work towards. The use of visualisers to share children's writing and model writing is advocated across the school.

When appropriate, the children will also produce or present their work using ICT if the teacher feels that this is the most effective way to learn.

Role of the subject leader ([link to subject leadership policy](#))

Work with the class teacher to offer support on the planning of the curriculum ensuring that staff are aware and involved in the development of their children.

Organise resources and making them accessible to class teachers, encouraging staff to use the resources in cross-curricular links and activities.

Liaise with other subject leaders to develop links between and across subjects.

Arrange for specialist opportunities as needed such as extra-curricular clubs.

Devise a system of record-keeping, monitoring the opportunities of children during practical sessions, whenever possible.

Identify areas for assessment and recording in various ways the work children produce.

To attend courses/conferences to learn about new innovations in maths across KS1 and KS2.

To encourage parental support in home practice/learning.

Supporting new staff

All staff within school are responsible for supporting new staff, whether this be ECTs in their first teaching post or more experienced staff that are new to St Peter's.

Subject leaders will support staff in a number of ways:

- Provide an overview of the planning for the specific subject and year group;
- Allow the new teacher to observe good quality teaching and learning if requested;
- Talk confidently about own subject area;
- Keep the teacher informed as to any changes which are imminent in the subject;
- Be willing to offer time and guidance if needed on developing the subject area with the new teacher.

In addition to these methods, ECTs will also have the support of a mentor who will meet regularly with them and be their first point of contact should any queries around specific subjects arise.