

St. Peter's CE Primary, Farnworth



Curriculum Policy Sparkle

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Subject leaders: Y Price K Smalley

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St. Peter's CE Primary, Farnworth

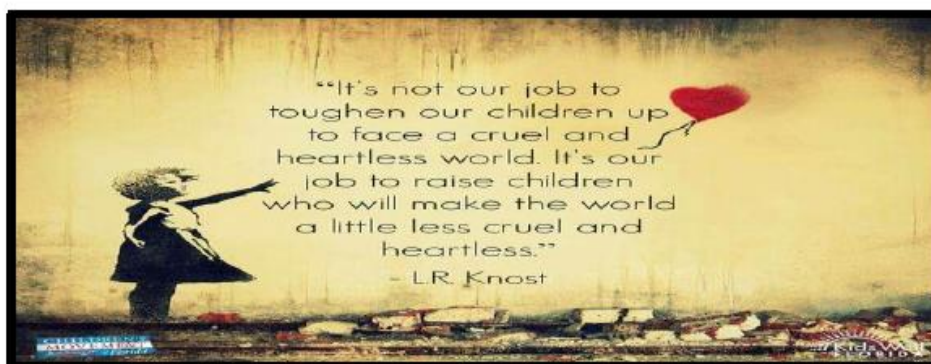


Statement of intent

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.

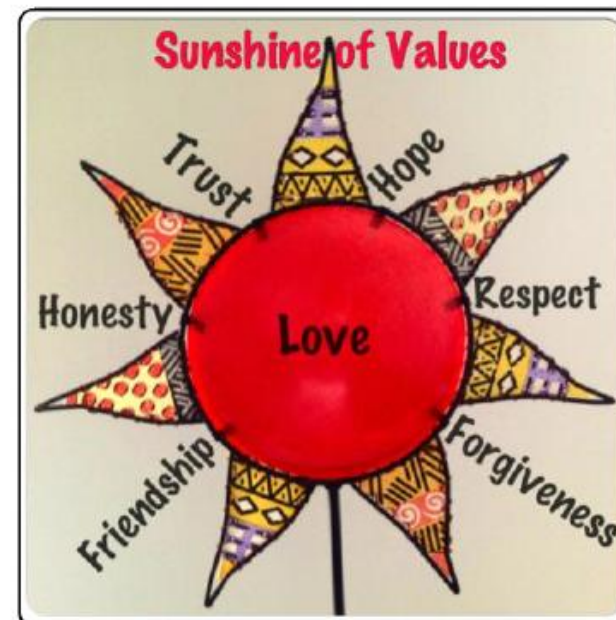
St. Peter's C.E. Farnworth

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
- SEND 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.

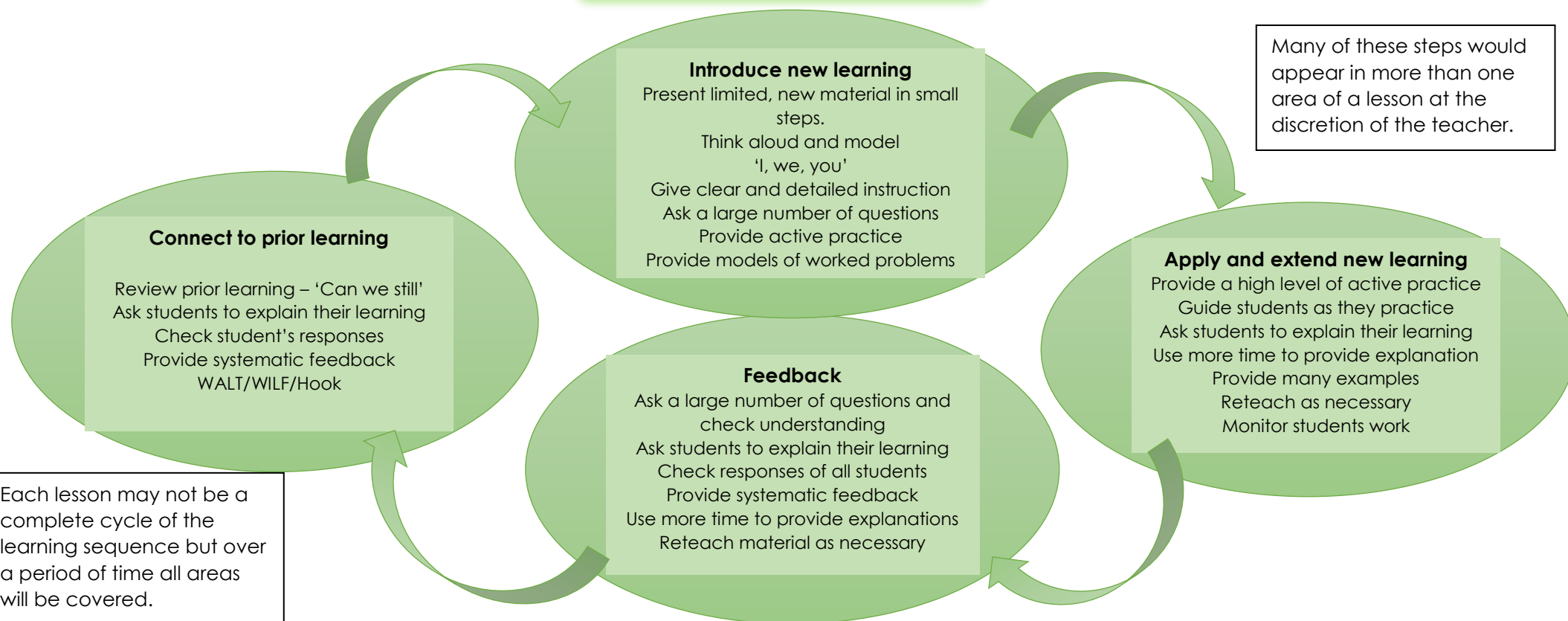
With God's help we all can **“Learn, Sparkle & Shine”**



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



I do, we do, you do!

METACOGNITION The seven-step model

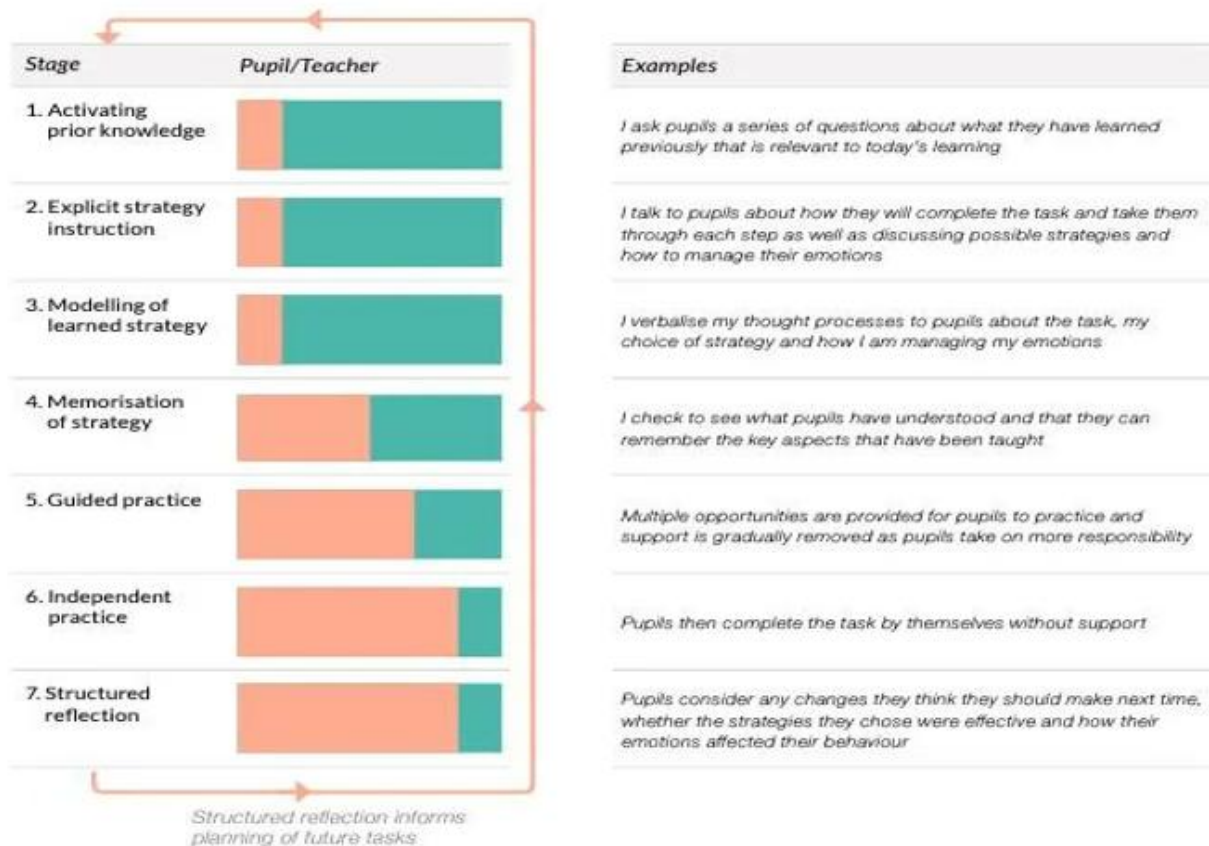


This seven-step model is a scaffolding framework to deliberately shift responsibility for learning from the teacher to the pupil.

The orange part of the bar represents the pupil and the turquoise part represents the teacher input.

All seven steps could take place in a single lesson or it may be more appropriate for them to occur over a series of lessons.

The arrow leading from stage 7 to 1 signifies structured reflection informing planning when pupils come to do a similar task in future.



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.



Sparkle Room policy

The Sparkle Room is a SEND resourced provision within our primary school designed to meet the needs of a small group of pupils in EYFS–KS1 with significant additional communication and interaction needs.

The Sparkle Room supports children whose needs may mean they have difficulty accessing a mainstream learning environment.

The Sparkle Room has a high adult to child ratio and staff have a high level of understanding and experience of working with children with SEND. The Sparkle Room has a class teacher supported by experienced SEND teaching assistants. Staff access ongoing training and professional development in areas such as autism, communication and interaction, sensory processing, behaviour regulation and safeguarding.

The Sparkle Room provides a low arousal, language-rich environment and opportunities for 1:1 and small group teaching.

This provision operates in line with the SEND Code of Practice (2015), particularly the principles of:

- A child-centred approach
- Early identification and intervention
- The graduated approach (Assess–Plan–Do–Review)
- High-quality teaching and inclusive practice
- Partnership with parents and multi-agency working

The SENCo oversees provision within the Sparkle Room, ensuring that support is evidence-based, regularly reviewed and aligned with statutory guidance. The SENCo liaises with external professionals, supports staff, and ensures accurate record keeping.

The aims of the Sparkle Room

- Provide a calm, low-arousal environment that supports emotional wellbeing and sensory regulation.
- Enable children to access a personalised, developmentally appropriate curriculum tailored to their individual needs
- Develop communication and interaction skills through a Total Communication approach.
- Support children to build independence, confidence and self-esteem.
- Promote positive relationships and social interaction with peers and adults.
- Support children to develop readiness skills for learning within a mainstream classroom where appropriate.
- Support children to achieve clearly defined, measurable outcomes based on their individual starting points and EHCP targets.
- Ensure children's views, preferences and communication are understood and inform planning and provision, using appropriate communication methods.
- Ensure children experience success, enjoyment and engagement in learning.
- Work in partnership with parents, carers and external professionals to meet children's needs.
- Facilitate inclusion and participation in wider school life wherever possible.
- Support and plan careful transitions between settings.

Curriculum and Learning in the Sparkle Room

The curriculum in the Sparkle Room follows a multi-sensory, play-based learning style with a focus on communication and language. Children access a personalised and developmentally appropriate curriculum.

Provision in the Sparkle Room follows a graduated approach (Assess, Plan, Do, Review). Pupils' needs are continually assessed, provision is planned and implemented, and progress is reviewed regularly in collaboration with parents, staff and external professionals.

Progress is monitored through:

- Connecting Steps data and small-step progression
- EHCP outcomes and short-term targets
- Engagement Model (where appropriate)
- Qualitative measures such as communication

Teaching approaches may include:

- Total communication approach
- TEACCH structured teaching
- Attention Autism
- Visual timetables and now/next boards
- Child-led multi-sensory learning opportunities

Staff receive regular, targeted CPD to ensure high-quality teaching and support for children with SEND, in line with current evidence-based practice.

Advice and strategies from external agencies such as Aspire Behaviour Management, Woodbridge SEND Support, SALT, and Education Psychology etc. is implemented and reviewed regularly.

Placement to the Sparkle Room

- Placement decisions are based on a robust assessment of need and in consultation with parents, the SENCo and the Senior Leadership Team. Decisions are needs-led and reviewed regularly to ensure the provision remains appropriate.
- Pupils must have identified significant additional needs, which may include communication and interaction difficulties, ASD or SEMH needs.
- The number of pupils depends on the overall profile and complexity of SEND within the class. The maximum number of pupils at any one time is 12 due to allow for small group learning.
- Children accessing the Sparkle Room may be at SEN Support or have an EHCP. Provision is matched to individual need rather than diagnosis. For pupils with EHCPs, provision will align with Section F requirements.
- Entry and exit criteria are reviewed regularly.
- Exit from the Sparkle Room is based on the achievement of agreed outcomes, increased independence, and the child's ability to access mainstream provision with appropriate support. Some children may exit the Sparkle Room when an alternative provision may better meet their needs.
- Children may access the Sparkle Room full-time, part-time or as an intervention.

- Transition from the Sparkle Room back to mainstream class is gradual, carefully planned over time and done in partnership with parents.
- The length of time children remain in the Sparkle Room is based on the child's individual needs and readiness to join the mainstream classroom. Some children may be in the Sparkle Room for the whole of KS1 meanwhile others may only enter the classroom for a short intervention period.
- Some children may remain in the Sparkle Room beyond KS1 depending on need.
- Transitions to KS2 or specialist provision are carefully planned with receiving settings to ensure continuity of support.

Inclusion

The Sparkle Room operates as part of the school's wider inclusive approach, ensuring that all children remain part of their year group community wherever possible. It is important that children in the classroom are given opportunities for inclusion and to take part in wider school life at St Peter's. Children in the Sparkle Room access events such as sports days, discos, trips and school performances. Sparkle Room children also access outdoor playtimes with other classes in school. Some children may access the mainstream class for part of the day if they are able to do so.

Safeguarding and Wellbeing

Safeguarding and promoting the welfare of children is a priority within the Sparkle Room to ensure children's safety, dignity, wellbeing and rights are protected.

Due to the vulnerability of pupils accessing this provision, staff maintain high levels of supervision, clear routines and a strong focus on emotional wellbeing. All staff follow the school's Safeguarding and Child Protection Policy and receive regular training.

Individual risk assessments, care plans and behaviour support plans are implemented where required to ensure children's safety dignity, and wellbeing. Staff work closely with families and external agencies to support children's physical, emotional and mental health needs.

Where children need support with toileting, parents are asked to agree to an Intimate Care Plan to allow staff to support their child in school.

Behaviour and Emotional Regulation

The Sparkle Room adopts a trauma-informed and regulation-based approach to behaviour. Staff recognise that behaviour is a form of communication and work proactively to support children to understand and manage their emotions. All behaviour support takes into account individual SEND and makes reasonable adjustments in line with the Equality Act 2010.

Strategies include consistent routines, visual supports, emotional check-ins, sensory regulation activities and individual behaviour plans as needed. Where necessary, personalised support plans and risk assessments are developed in partnership with parents and external professionals.

Monitoring and Review

The effectiveness of the Sparkle Room provision is monitored regularly by the SENCo and Senior Leadership Team through:

- Observation of teaching and learning
- Review of pupil progress and outcomes
- Feedback from pupils, parents and staff
- Input from external professionals

The policy and provision are reviewed annually to ensure continued effectiveness and alignment with statutory guidance.

Written June 2026	K Smalley/Y Price
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