



St Andrew's C. E. Primary School
Grafton Street, Kettering, Northants NN16 9DJ



Peterborough Diocese
Education Trust
ACHIEVING MORE TOGETHER



Curriculum Statement

(to be read in conjunction with the Trust's Teaching and Learning statement)

'Where young minds grow and young hearts learn to care'

Our Vision

- We want our children to make outstanding progress through a broad, knowledge rich curriculum which is relevant to our community; with child friendly purpose that ignites their curiosity and enthusiasm whilst embedding a love of learning.
- We want our children to have high aspirations and expectations for themselves that are inspired by positive role models.
- In our curriculum, children will have a love of literature, experience a range of relevant cultural experiences and have their heritage, talents and skills celebrated.
- For every child, within our Trust, to experience an excellent education and to realise their God-given potential to flourish.

Our Pathway

Working together as one, through the affirmation of God's love within a distinctively Christian ethos, we aim to educate for:

- Wisdom and Knowledge
- Hope and Aspiration
- Community and Living Well Together
- Dignity and Respect and to promote a positive, open and honest culture which embraces and nurtures these.

We ensure our academies are inclusive, serving the local community, welcoming all: children of the Christian faith, of other faiths or of no faith.

Inclusivity

We ensure our curriculum is accessible to all.

Curriculum Intent

In our Trust the curriculum is broadly defined as the knowledge students are expected to learn (including spiritual, moral, social and cultural) through the totality of experiences provided in our children's primary schooling. By knowledge we mean facts, concepts and rules (declarative knowledge: to know that...), and procedural knowledge (to know how....) acquired through experience and /or education.

The curriculum lies at the heart of education at St. Andrew's C of E Primary School. It



therefore determines what our learners will become, will know and understand and will be able to do by the time they leave.

Bearing in mind the definition of knowledge above, we aim for our knowledge-rich curriculum to enable:

- (i) Sustained mastery (and a greater understanding for those who are capable) of subject specific key knowledge that we want the children to acquire;
- (ii) Sustained mastery of knowledge that pupils will need for future learning e.g. resilience, perseverance and growth mind-set.

We deliver the National Curriculum 2014 throughout Key Stage 1 and 2 providing pupils with 'an introduction to the essential knowledge that they need to be educated citizens and to the best that has been thought and said, helping to engender an appreciation of human creativity and achievement'.

We regard the curriculum as the progression model. We focus on knowledge progression mainly through subject specific models within the context of topics. Hence our curriculum will be coherently planned, organised and structured with key concepts identified and prioritised, built upon and revisited. The national curriculum is taught across Key Stages 1 and 2.

Key principles of our curriculum design are illustrated below:





Staff work collaboratively to create a rich curriculum, centred around experiences that will challenge and excite the children and also focus upon the knowledge and skills that will be required- this will give the children a diverse set of learning guides who help to inspire a love of learning in all of our children. Pupils will take an active part in planning the curriculum to ensure that it is relevant to them and engaging.

Whilst we ensure that there is a broad and rich curriculum, we prioritise and regard the mastering of foundational knowledge as crucial in the younger years. Reading and vocabulary development is an integral part of our curriculum. We aim to develop Tier 1, 2 and 3 vocabulary (Isabel Beck 2002). Pupils from all backgrounds, including those who are disadvantaged, are provided with the tools to access a broad curriculum within a language rich environment.

We also aim for our curriculum to develop attitudes, attributes and dispositions which enable our children to:

- (i) develop as confident, responsible citizens;
- (ii) be prepared for future learning e.g. resilience, perseverance and a growth mind-set.

Our curriculum reflects our local needs and context. The curriculum meets the particular aims and values of our school by:

- **Christian Values Led Curriculum** – many of our children do not get the positive role models we would hope them to have. Therefore, a lot of our curriculum time teaches children about our Christian values (love, resilience, forgiveness etc) and what they look like in action, why they're important and the difference they can make to your life. Children are encouraged to make a difference to the community in which they live.
- **Love of literature** - The vast majority of our children start St. Andrew's with very low Literacy levels where a love of literature is not fostered at home. We have embraced much of the pedagogy of 'Talk for Writing' to help children learn and know stories, as well as acquire vocabulary and understanding the process of writing. Throughout our curriculum priority is given to developing of love of reading.
- **Cultural capital** – many children in our school show a lack of understanding about the wider world and have very limited cultural experiences. Our curriculum looks to address this through developing a love of learning through engaging topic based learning with many enrichment opportunities such as inspiring visits and visitors.



Curriculum Implementation

Our curriculum is implemented through a topic based approach with (where appropriate) subjects linked to an overarching topic (**appendix 1**). This approach works for our community because of the way our topics engage children with exciting learning opportunities (such as visits and visitors) and the coherent connections between the subjects.

Each subject has a 'progressive road map' (**appendix 2**) which enables learning to be progressive with declarative and procedural knowledge carefully sequenced.

'Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, then nothing has been learned.'

Sweller et al. 2011

In line with cognitive load theory we aim, through our teaching, to develop understanding by building well-developed schema: well organised, connected knowledge as opposed to a handful of unconnected facts. We, therefore, favour spaced and distributed learning, where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory by:

- Providing overviews
- Outlining content to be covered and signalling transitions between different parts of the lesson;
- Calling attention to main ideas;
- Providing daily, weekly and monthly reviews.
- Re-teaching when necessary.

We regard teaching as effective when underpinned by Rosenshine's 'Principles of Instruction' (see the Trust's Teaching and Learning statement). Effective questioning, effective use of formative assessment and adaptive, responsive teaching are regarded as key.

We regard the following teachers' knowledge as essential:

- pedagogical knowledge: teachers' knowledge of effective teaching methods;
- content knowledge: teachers' subject knowledge;
- pedagogical content knowledge: teachers' knowledge of how to teach the particular subject / topic e.g. knowing the misconceptions that arise prior to teaching specific key knowledge.

We regard learning to have taken place when there is a change in the long term memory (sustained mastery). We, therefore, favour spaced and distributed learning,



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where knowledge is rehearsed for short periods over a longer period of time. We aim to ensure retrieval practice is built in to strengthen memory.

Curriculum Impact

We measure this by the extent to which our aims, curriculum defined end points and strong outcomes are achieved as a result of our curriculum intent and implementation. The vast majority of our pupils will have sustained mastery of key knowledge identified and some children will have a greater depth of understanding.

Curriculum Leadership

Leadership of the curriculum is distributed. Subject leaders are given the autonomy to lead on their specific subject curriculum within the shared vision and accountability framework of the school.