St. James' Church of England Primary School

'Building One Faith, One Family, Our Future'

Curriculum Policy

Written by A. Bibby & M.Tindall – Spring 2024
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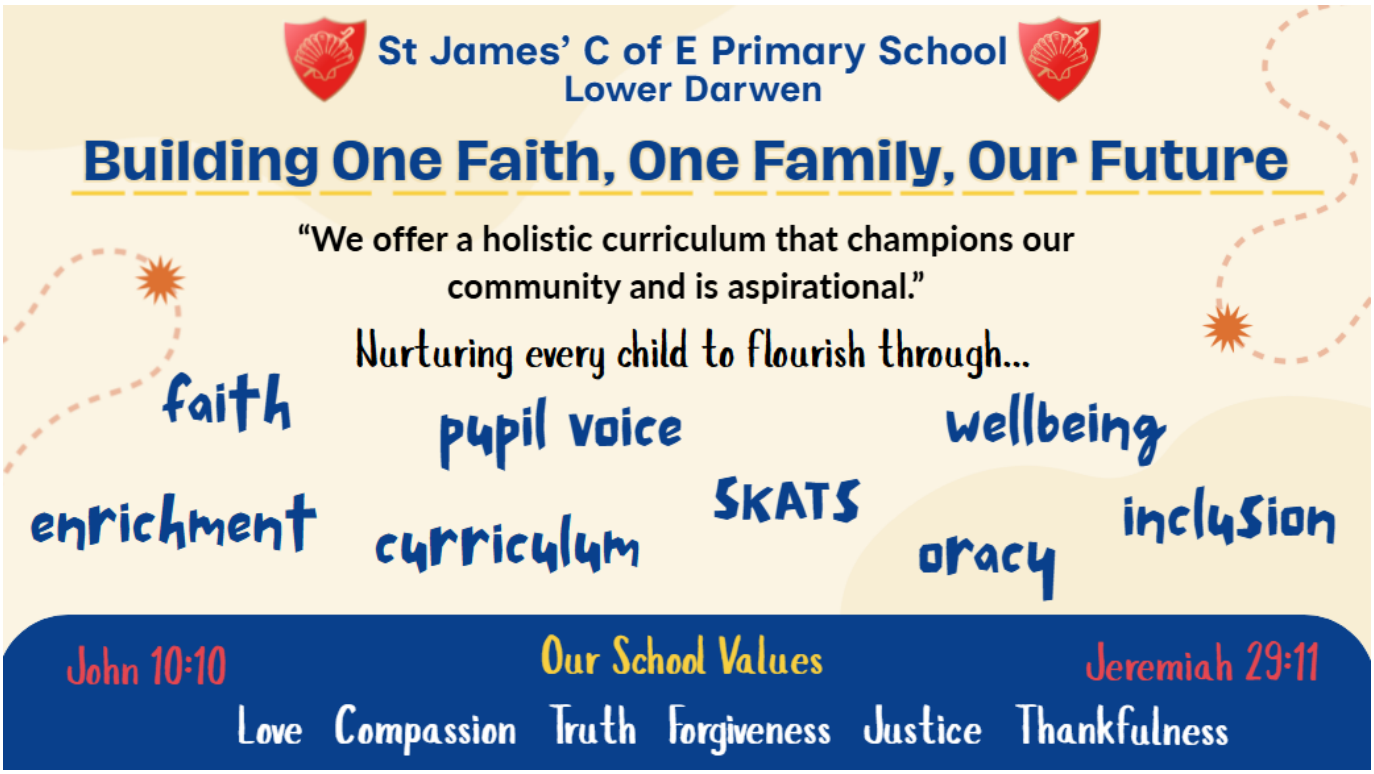
Our Offer to Families



Curriculum Intent

At St James' we provide a **coherent, ambitious and inclusive curriculum** rooted in our Christian vision, core values and foundation scriptures. Our curriculum is designed to ensure that **all pupils, regardless of background or starting point**, acquire the **knowledge, skills, vocabulary and attitudes** they need to flourish academically, socially, spiritually and emotionally, and to be well prepared for the next stage of their education and for life in modern Britain.
Our curriculum is built around **four interwoven strands**, which together ensure breadth, depth, progression and personal development:

- Enrichment
- The Early Years Foundation Stage (EYFS) Curriculum
- The National Curriculum (Years 1–6)
- The St James' SKATS (Skills and Attitudes) Curriculum

These strands work in harmony with our provision for **Collective Worship, Religious Education and strong church links**, ensuring pupils' spiritual, moral, social and cultural (SMSC) development and enabling them to develop **cultural capital**, confidence and character.

Enrichment

At every available opportunity, the staff in school will seek to enhance and enrich the curriculum they offer in class with experiences that underpin learning and that the children might not otherwise experience. This might be through the resources they use to teach or perhaps a visit or visitor to class.

School leaders prioritise this strand by having a named person responsible for leading enrichment across school. Whilst teachers and school staff are encouraged to be creative and use their own planning time to bring learning to life, the named member of staff will be responsible for enrichment, including (but not limited to):

- working with staff to provide enrichment opportunities that enhance the curriculum and provide new experiences;
- overseeing whole/cross school enrichment activities;
- overseeing the enrichment budget;
- overseeing the implementation of the SKATs curriculum
- working with staff to ensure that children access a range of curriculum-driven educational trips and visits

Outdoor Learning

The development of outdoor learning has been prominent in school since 2015 and is vital to the engagement in and enjoyment of learning. Outdoor learning is well documented to have many benefits and our children, especially those who have struggled within the confines of the classroom, have shown that their productivity, concentration and confidence have improved as a result of taking their learning into the open.

The school website shows a wide range of the activities that have been undertaken and their impact. The development of Outdoor learning will continue with the aim being to inspire and upskill all to staff to use the outdoors more in their lessons, to develop our school grounds and to ensure that all children are able to access the curriculum in a way that suits their learning style and character. In particular, outdoor learning has been used to support the well-being and personal development of groups and individuals as a part of emotional literacy development.

Pupil Voice

Pupil Voice is the vehicle we use to give children a genuine voice in school. At St. James' we want our pupils to be able to tell us what they think and how they feel about all aspects of life in school, their community and as members of the world in which they live.

We do this in a number of ways:

- Pupil Voice Groups and Coordinators;
- Pupil Consultation and feedback;
- Nurture and wellbeing support.

Pupil Voice Groups give children a voice in areas of importance to them and school. Each year, every child

from Year 2-6 takes part in Polling Day, which involves listening to their peers' manifestos and voting for their class's representatives for each group.

At St. James', the following Pupil Voice Groups meet regularly to empower our children to enact change in our school:

- Worship Warriors
- Learning Detectives
- Digital Leaders
- Equality & Inclusion Ambassadors
- Active Avengers
- Planet Protectors
- St James' Journalists
- Courageous Advocates
- Oracy Champions
- Mental Health & Well being (Peer Mentors)

Oracy

Spoken language is fundamental to learning. From the first days in school, speaking and listening play a large part in a child's progress in all curriculum areas and teachers plan to develop these skills in a wide variety of ways. We aim to develop and encourage fluent speakers, who are confident to operate in a wide range of situations.
Pupils should have a range of planned oracy experiences (this is not an exhaustive list), which include:

- drama;
- circle time;
- talking partners;
- listening to stories;
- guided reading;
- preparation for writing;
- speaking to visitors;
- giving and receiving instructions;
- paired/collaborative work (Kagan);
- problem solving in maths;
- presentation of learning;
- pre-teach vocabulary lessons.

It should also be recognised that there are opportunities for children to develop their oracy skills outside of the curriculum. At St. James', this is promoted through:

- collective worship;
- class assemblies;
- pupil voice groups;
- learning celebration events;
- phase and year group productions
- oral recaps

In the classroom, subject-specific vocabulary is displayed and referred to during lessons and independent tasks to support and encourage children to understand and use high levels of spoken language.
The use of Standard English and full sentences is encouraged throughout the school day. Sentence stems are displayed in each classroom to encourage a high level of spoken communication during lunchtimes. Dine & Dialogue is used in each classroom to encourage children to develop oracy skills in a range of contexts during lunchtimes. We also have a list of 'Watch your words,' created by the Oracy group about certain words that we expect all members of St James' to use correctly.
Outside of the classroom, sentence stems are used at the kitchen hatch to support and encourage children to communicate effectively when speaking to adults beyond their classrooms.
To celebrate and raise awareness of oracy, there is a whole-school oracy display which highlights achievements, expectations and each year group's listening rules.

The Early Years Foundation Stage Curriculum

Whilst the children are in Reception their learning follows the Early Years Foundation Stage Curriculum (EYFS).

The EYFS is split into three **prime areas** which are:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development.

We also have 4 **specific areas** which are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design.

PRIME AREAS

Communication and Language

- Listening, Attention and Understanding
- Speaking

Personal, Social and Emotional Development

- Self-Regulation
- Managing Self
- Building Relationships

Physical Development

- Gross Motor Skills
- Fine Motor Skills

SPECIFIC AREAS

Literacy

- Comprehension
- Word Reading
- Writing

Mathematics

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture & Communities
- The Natural World

Expressive Arts & Design

- Creating with Materials
- Being Imaginative and Expressive

Characteristics of Effective Learning in the EYFS

The Characteristics of Effective Learning still underpin everything we do with an emphasis on how children learn as this has huge potential to transform early years practice and empower children as confident, creative lifelong learners. Here at St James' we like to encourage children to follow their interests, make independent choices about their learning and support them to develop their thinking skills through skilful adult interactions. The characteristics of effective learning were the inspiration for the development of the SKATS in Years 1-6.

The characteristics of effective learning are **playing and exploring**, **active learning**, **creating and thinking critically** and **developing independence**.

The National Curriculum (Y1-6)

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English (for which we follow Ready Steady Write)
- Phonics (Phonics@ St James')
- Maths (for which we follow a mastery approach)
- Science (for which we follow the Developing Experts Scheme of Learning)
- Art and Design (for which we follow the Kapow Scheme of Learning)
- Computing (for which we follow the Purple Mash Scheme of Learning)
- Design Technology (for which we follow the Kapow Scheme of Learning)
- Geography (for which we follow the Kapow Scheme of Learning)
- History (for which we follow the Kapow Scheme of Learning)
- Music (for which we follow the Kapow Scheme of Learning)
- PE (for which we follow the Get Set 4 PE Scheme of Learning)
- RE (for which we follow the Blackburn Diocese Scheme of Learning)
- Languages (In Key Stage 2 for which we follow the Kapow Scheme of Learning)
- PSHE (for which we follow the Coram Life Education Scheme of Learning "Scarf")

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and mathematics. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We encourage children to question the world around them and use questions, where possible, to enhance and motivate the children's learning. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum. The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects. Where possible, links are made within the curriculum to enhance children's learning and allow them to make links to the wider world. Throughout the curriculum, we provide opportunities for the children to develop oracy. Speaking, listening and writing is a central part of our curriculum and, every term, the children will have at least one cross-curricular independent writing opportunity to develop and apply these skills beyond their English lessons.

As well as covering the needs of the National Curriculum, we also ensure that there is time to provide feedback and editing opportunities for the children through a range of means, including 'fix it' time, whole class feedback and editing and improvement sessions which are weaved into all lessons.

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the senior leaders on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders monitor and review evidence of the children's learning to ensure that learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject. Subject Leaders also produce annual action plans for their subjects, support class teachers with medium-term planning, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work/research projects with external colleagues. Class teachers should ask for guidance from Subject Leaders when appropriate. Subject leaders also report to governors on a regular basis and are in regular contact with their subject's link governor.

Class Teachers have the final responsibility to produce class specific, medium- and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

Assessment in the curriculum is monitored in a variety of ways which are specific to each

subject. Statements and/or objectives are updated by class teachers on a weekly basis; summative assessment judgements are collected every half term. Sonar is used to monitor attainment and progress throughout the year; attainment steps are inputted three times per year (following an assessment week) and foundation subject attainment steps are inputted twice annually.

Subject	Assessment tool
Maths	Sonar
English	Sonar
Phonics	Phonics Tracker
Languages	Assessment grids
Science	Sonar
Art & Design	Assessment grids (internal document linked to the SoL) & Sonar
Computing	Assessment grids (internal document linked to the SoL)
Design Technology	Assessment grids (internal document linked to the SoL)
Geography	Assessment grids (internal document linked to the SoL)
History	Assessment grids (internal document linked to the SoL)
Music	Assessment grids (internal document linked to the SoL)
Religious Education	Assessment documents (linked to the SoL)
Physical Education	Assessment documents (linked to the SoL)
PSHE	Assessment grids (internal document linked to the SoL)
EYFS	Individual Assessment Grids & Sonar

The St. James' SKATS (Skills and Attitudes) Curriculum

The SKATS are a collection of 45 skills and attitudes, vital for lifelong learning that we seek to explore and develop alongside the National Curriculum and our Enrichment offer.

These 45 SKATS have been organised into three strands to develop our community as reflective **learners**, **resourceful learners** and **collaborative learners**. These three strands have then been organised across three phases in school (see below) so that the SKATs become progressively more complex, building on the SKATS developed in previous phases.

Each week in school the children will work on two SKATS. These will be explained, talked about, explored and developed alongside all other aspects of school life and then celebrated at the end of each week.

The table below shows how the SKATS are organised across school.

Progression of SKATS		
Reflective Learner		
KS1 I am aware of how I feel I am aware of how others feel I am aware of what I find difficult. I am organised I am aiming high	LKS2 I am spiritual I am aware of my strengths I am learning from my mistakes I am able to draw conclusions I am ready for the 21st century	UKS2 I am positive I am self-aware I am able to adapt I am critical in my questioning I am mindful and healthy
Resourceful Learner		
KS1 I can imagine I can plan and create I can have a go I can communicate in different ways I can ask for help	LKS2 I can persevere I can use my environment I can question and challenge I can explain my thinking I can improve	UKS2 I can predict I can visualise I can take considered risks I can apply my learning I can problem solve

Collaborative Learner		
KS1 We are loved and valued We are a team players We are happy for others We are able to compromise We are respectful	LKS2 We are active listeners We are confident We are considerate We are decision maker We are fair	UKS2 We are articulate We are individuals We are empathetic We are responsible citizens We are visionaries

Monitoring

It is the responsibility of the Curriculum lead to work with the senior leaders in school to monitor the implication of this policy.

Curriculum implementation and impact will be present on the annual monitoring overview and may be undertaken the senior leaders, the curriculum lead and each individual subject leader. This monitoring will be used to assess standards, ensure curriculum coverage and to support staff in delivering the curriculum. It will be through this process, backed by evidence, that any changes to the curriculum will be implemented.