



# St Mary's CE Primary School

## Curriculum Policy & Structure

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the *Special Educational Needs and Disability Code of Practice 2014* and *Equality Act 2010*. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the *Early Years Foundation Stage (EYFS) and Development Matters frameworks*.

Our school vision as outlined below is firmly rooted in Christian ethos and is aligned to our approach to our school's curriculum by being focused on an ambition for excellence and a relentless focus on improving outcomes for all.

### **Intent:**

Our school vision, supported by our Christian values of 'Friendship, Compassion, Hope, Wisdom, Community and Endurance' is essential to the way that we treat each other as well as our approach to our school's curriculum.

Jesus said: Love one another as I have loved you (John 15:12)

*As we love, we flourish*  
*As we flourish, we aspire*  
*As we aspire, we achieve*  
*Together, we are a family*

This vision underpins our school curriculum and is key in nurturing, preparing our children for their lives ahead. The curriculum that we provide has been designed to reflect the background and experience of our children; it is outward facing, setting learning in local, national and global contexts wherever possible; it also celebrates our diverse and inclusive school family. This in turn supports our children to aspire, flourish and achieve well so preparing them for life in an ever-changing world.

We also aim to continually develop a curriculum that meets the needs of every child whilst offering them opportunities to experience, enjoy and succeed in all subject areas. We believe strongly in the importance of mastering basic key skills such in reading, writing, speaking & listening and numeracy and on the importance of developing a wide vocabulary as these form the foundation for success in all other curriculum areas and thereby supports children to make good progress which in turn facilitates success in later life.

### **At St Mary's we are also committed to ensuring that we:**

- provide a broad and balanced education for all children that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and success at secondary school and beyond.
- enable children to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- support children's spiritual, moral, social, cultural development and wellbeing

- promote fundamental British values.
- support children’s physical development and responsibility for their own health, and enable them to be active.
- promote a positive attitude towards learning.
- ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support.
- equip children with the knowledge and cultural capital they need to succeed in life.
- provide children with an inspiring and enquiry based curriculum to promote creativity and a thirst for learning.

The scope and structure of our school’s curriculum matches and often exceeds the breadth of the national curriculum. This means that our school’s curriculum is sufficiently challenging for all of our children, where the very vast majority successfully achieve national curriculum endpoints.

The breadth of our broad and balanced curriculum is not just about the timetabled subjects; it is also about every child’s holistic experience of school. This includes for example, the ‘hidden curriculum’, such as access to extra-curricular cultural capital activities, trips, understanding how to positively and confidently interact with others, demonstrating tolerance and respect of others and understanding the importance of having good physical and mental health and wellbeing.

Our school curriculum across all subject areas has been coherently thought through and is designed well. The component planning and sequencing within each curriculum subject area, which draws on our children’s prior learning and knowledge, successfully supports our children’s readiness for future learning.

### **Implementation**

All staff will ensure that the school curriculum is implemented in accordance with this policy.

### **Curriculum Structure**

School leaders are committed to creating a cross curricular approach to learning and teaching with a focus on the development and mastery of basic skills in reading, writing, speaking & listening, vocabulary acquisition and the four number operations at age and stage appropriate levels, particularly in light of curriculum recovery requirements following school lockdowns and missed learning since March 2020.

For some of our curriculum units in key stage 2, we use Haringey Education Partnership’s resources to as a stimulus for topics in the disciplines of history, geography and science. Across the rest of KS2 as well as KS1, we also use a range of other resource materials to support the delivery of national curriculum objectives in other subject areas, teachers embed these materials into their long, medium and short term (as applicable) plans to ensure that children’s specific learning needs are met.

Long term plans provide an overview of the topic and subject areas covered term by term. Medium term plans provide more detailed coverage of subject area objectives covered week by week over the duration of a term. Weekly plans are developed for the national curriculum core areas of English, maths, science and RE, as well as the Early Years Foundation Stage in both nursery and reception year groups. Here, more detailed learning objectives, skills and knowledge are provided for each session.

The weekly plans also identify key resources, questions, and differentiation activities according to prior learning experiences, children's needs and informed by ongoing assessment.

## **Core Subjects**

### **English**

At St Mary's, our English curriculum intent is to develop high standards of literacy and language by providing all children with a strong command of the spoken and written language and to foster their love of literature through widespread reading for enjoyment. Our structured and carefully planned approach to reading and writing equips our children to become confident and expressive readers and writers.

We believe in providing a rich and diverse curriculum. Our lessons, the books we read and the images we present reflects our diverse school community. We are aspirational for our children and support them so that they become successful, proud and ambitious learners who go on to experience a wide range of opportunities in their futures.

### **Our aims are for children to:**

- gain strong phonics knowledge and good communication skills giving children the foundations for future learning
- read fluently and with good comprehension by the time they leave primary school
- enjoy reading and writing and do so with confidence, fluency and understanding
- have access to a range of cultural and inclusive texts that they can relate to and enjoy
- understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- develop a love of writing which allows them to write fluently on a range of topics throughout the curriculum
- know and develop a wide range of writing techniques, so they are able to extend and enrich their writing
- be adventurous with their word choices and have the confidence to experiment with new language, developing their imagination and creativity
- have a strong awareness of the importance of their presentation, punctuation and spelling
- develop a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- are competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate
- appreciate our rich and varied literary heritage

### **Implementation:**

The components of the reading and writing curriculum are well structured, managed and sequenced by lesson for individual year groups to enable our children to become highly successful readers and writers.

## **Reading**

Our children benefit hugely from exposure to books from an early age. Right from the start of school at St Mary's, opportunities are provided for children to engage with books that fire their imagination and interest. Our nursery is stocked with attractive and engaging books and the nursery staff create an environment that is rich in language. Children are also encouraged to choose and peruse books freely as well as sharing them when reading with others.

Approaches to reading:

## **Phonics**

At St Mary's we send home a combination of decodable (words that can be sounded out) and non decodable (words that often cannot be sounded out) books. We take these books from a range of reading schemes in our Lower Phase (Nursery, Reception, Year 1 and Year 2). Reading books connect closely to the phonics knowledge children are taught when they are learning to read. Our phonics framework allows for this. At St Mary's we follow the Floppy's Phonics programme for the teaching of phonics.

## **Shared Reading at St Mary's**

- Daily Supported Reading (DSR)

This programme is a systematic and well structured approach to reading where children enjoy daily reading in small groups (no more than six) led by a trained adult. It is implemented in addition to our school's phonics programme. Our children are grouped within their class according to their reading level. Adults use differentiated lesson plans to support children to make maximum progress.

- Destination Reader (DR)

At St Mary's, we provide a structured reading programme from Years 3 to 6, using principles from 'Destination Reader'. These are structured daily reading sessions which incorporate whole class modelling of reading skills. Children then apply these skills in partner work sessions and when independently reading. Children deepen their understanding of the texts they read through the systematic use of a series of Destination Reader strategies and language stems. This is well sequenced and developed year on year in line with age-related objectives.

## **Guided Reading**

Guided reading involves teachers selecting texts to match the reading ability of the children. With specific guidance, children are then supported to read texts independently. Children are organised into groups that have a similar reading ability and/or similar learning needs. Every child has a copy of the same text which they read individually.

## **Independent reading**

Independent reading enables all children to choose their own books (from the class libraries) for pleasure and interest. This fosters a love of reading where children experience a wide range of books and authors.

## **Listening to & appreciation of reading**

There are opportunities for listening to and appreciating reading throughout the curriculum. For example: poetry recitals and teachers reading to children during story time.

## **Assessment:**

Teachers actively and regularly track children's word reading in Key Stage 1, by listening to the children read weekly. In Key Stage 2, this is completed within guided reading lessons as the children read aloud in their groups. In addition to this, all children in years 1-6 are formally assessed on their reading skills each term through the use of the PIRA reading tests.

## **Writing**

We create, plan and deliver writing activities that are meaningful and enjoyable across a range of subjects and in a wide range of genres.

## **Approaches to writing:**

- 'Mark making'  
In the Early Years, children are encouraged to make marks with a wide range of tools and in a variety of ways both inside and outside of the classroom. Teachers plan and organise writing areas that inspire children to write and gain confidence in their ability to do so. Opportunities to mark make are offered in sand, paint, glitter, foam etc using thick and thin pens /pencils/paintbrushes/sticks etc.
- 'Talk for Writing'  
The teaching of writing is based on the Pie Corbett 'Talk for Writing' approach throughout the school. We believe strongly that this approach gives children the opportunity to imitate and internalise the language of stories, before moving on to being supported in crafting their writing.

Within writing lessons, our children have many opportunities to imitate and internalise the language of stories, before moving on to crafting their writing. We use age-appropriate texts, story maps and actions to help children recall stories or non-fiction texts. Each unit opens in a creative and engaging way, focusing strongly on developing vocabulary, before bringing the learning together to produce a final 'innovated' written outcome.

- Phonics and spelling  
Teachers use the Floppy's Phonics scheme and structure to deliver lessons. Strategies learned in these lessons are then used in follow up activities and referred to and used as scaffolds in future pieces of written work across all subjects.
- Emergent writing  
Environmental print plays an important role in stimulating children's emergent writing skills. It provides real opportunities to develop children's understanding of symbols. Teachers therefore plan activities and develop writing areas in the classroom where children can experiment with writing for a purpose.

- **Shared Writing**  
This is a crucial part of helping children develop the ability and confidence to write and express themselves in a given genre. This forms an essential part of each lesson and involves the teacher scribing ideas using creative input from children.
- **Guided Writing/Independent Writing**  
This follows the whole class teaching part of each lesson, enabling children to work independently or in a supported group with an adult and practice the focus skills/objectives.
- **Extended writing**  
Using the Talk for Writing approach, children focus on a particular aspect of writing on most days. They edit and improve these pieces. This then culminates in an extended piece such as a newspaper report, a poem or a story.
- **Handwriting**  
Children practice handwriting using the Nelson handwriting scheme sheets and which are recorded in English books. Good presentation is emphasised at all times and through all forms of writing. Pencil grips and writing boards are available for use by children who require them. Our school has high expectations of handwriting and presentation of work and children are held to account for ensuring that their work is always of an appropriate standard.

### **Spelling, Punctuation and Grammar**

Grammar and punctuation are taught explicitly as well as forming part of writing lessons, with children in KS2 completing regular spelling, punctuation and grammar tests in preparation for the end of KS2 assessments.

### **Oracy – Talk for Learning**

Oracy is essential to children's thinking and learning. High-quality classroom talk helps children become confident when expressing themselves. It also supports children to make progress in reading, writing and in all other areas of the curriculum.

Children are taught to speak clearly and explain their ideas. They learn how to justify their ideas with reasons and ask questions to check their understanding, while developing their vocabulary and listening to others. Classroom talk also helps build children's knowledge and their vocabulary as well as helping them to clarify their thinking and share, develop and organise their ideas for writing.

Our aim is for all children to:

- become competent and confident in speaking and listening, making formal presentations, demonstrating to others and participating in debate
- listen attentively to develop their understanding and respect what others have to say
- develop their vocabulary
- appreciate our rich and varied literary heritage

## **Assessment:**

Children are continuously and formatively assessed during lessons through the use of questioning and discussion and in their writing, by reviewing written work against set learning objectives.

We are committed to identifying and closing gaps in children's knowledge and skills as and when they emerge through formative processes such as marking and questioning. Summative assessments for reading from Years 1 - 6 are carried out termly using standardised tests. Any gaps in children's knowledge and understanding are addressed quickly and effectively for all children including those who are disadvantaged and have SEND. This may lead to teachers re-teaching missing components if required.

## **Maths**

### **Intent:**

At St. Mary's the teaching of maths is geared towards enabling each child to develop their learning and achieve their full potential. We endeavour to not only develop the mathematics skills and understanding required for later life, but also to foster an enthusiasm and fascination about maths itself. We aim to increase pupil confidence in maths so they are able to express themselves and their ideas using the language of maths with assurance. We want the children to see mathematics as being relevant to their world and applicable to everyday life as well as being something that they will need as they move on through their school life and ultimately to the world of employment.

### **Implementation**

Our Maths curriculum is creative and engaging and embraces the Mastery approach to teaching mathematics. All children have access to this curriculum and make good progress in lessons. We incorporate sustained levels of challenge through varied and high quality activities with a focus on fluency, reasoning and problem-solving. Our children are required to explore maths in depth, using mathematical vocabulary to reason and explain their working out.

A wide range of mathematical resources are used and from an early age, children are taught to show their workings in a concrete fashion, before establishing ways of pictorially and formally representing their understanding. They also need to be able to make rich connections across the different areas of maths and use their mathematical knowledge in other subject areas.

Our aim is to ensure that all children:

- Become **FLUENT**
- **REASON** and **EXPLAIN** mathematically
- Can **SOLVE PROBLEMS**

Children need to be regularly exposed to increasingly complex problems to solve, which allows them to apply their maths knowledge. In doing so they are encouraged to develop an argument and line of enquiry which they can prove and justify using mathematical vocabulary. This includes the ability to break down problems, both routine and non-routine, into a series of steps.

At St. Mary's we teach maths in a way that:

- creates a lively, exciting and stimulating environment in which the children can learn maths
- promotes the concept that acquiring maths knowledge and skills provides the foundation for understanding the world around the children
- develops mental strategies
- encourages children to use mathematical vocabulary to reason and explain
- allows time for partner talk in order to stimulate and develop a curiosity for maths
- challenges children to stretch themselves and take risks in their learning
- creates a sense of awe and wonder surrounding maths
- ensures children in Key Stage 1 are secure in their understanding of number and number relationships
- delivers maths in line with new National Curriculum guidelines

We use a variety of curriculum resources, including the National Curriculum Programs of Study, White Rose Maths, I See Maths, Nrich and NCETM resources which ensure continuity and progression in the teaching of mathematics.

**Assessment:**

Children in Reception are assessed through their day-to-day activities and observations using Tapestry. Throughout the rest of the school, marking and verbal feedback are used to provide feedback and support daily. PUMA tests are used to help aid teacher judgements. These formative and summative assessments help support and identify certain areas of maths that teachers need to revisit for their class/year group.

**Science**

**Intent:**

At St Mary's, we recognise the natural curiosity of our pupils and encourage them to develop this curiosity throughout their time at school and beyond. We know that a high-quality science education provides a foundation for children to understand the world through the acquisition of knowledge, concepts, skills and positive attitudes, and believe that every pupil should have access to this in order to be prepared for life in the 21st century. By providing a rigorous and engaging science education, we aim to help our pupils to aspire to take advantage of opportunities, responsibilities and experiences in later life, while promoting a healthy respect for the universe and all living things within it.

**Implementation:**

Following the framework of the National Curriculum, St Mary's science covers a variety of scientific topics each half-term, which aim to develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. While developing our pupils' knowledge, we also hope to enhance their understanding of the nature, processes and methods of science, equipping them with the skills they need to apply what they have learnt in a scientific way. Therefore, we ensure that each lesson has a skill-based focus, built on a foundation of supporting knowledge and a secure understanding of technical vocabulary. Children are given regular opportunities to answer scientific questions through the five main strands of scientific enquiry:

- Observing over time

- Looking for patterns in their observations and results
- Identifying classifying and grouping
- Carrying out controlled investigations using comparative and fair testing
- Researching using secondary sources

As well as learning how to work scientifically, children at St Mary's are taught to apply their mathematical knowledge by collecting, presenting and analysing data in their science lessons. This is done in a range of ways, including through the use of ICT to share their findings in diagrams, graphs and charts. For example, in KS2, children are taught to measure their pulse rate to find out how hard their heart is working and then collect and analyse the data to evidence what happens to their heart when they exercise. This data is then presented in a variety of graphical formats.

Reception through to Year 6 follow the progression outlined in the PLAN resources. This ensures teachers are staying within the boundaries of their topics and not encroaching on other year groups' topics. All children are taught Science by Working Scientifically.

Each class will have one taught science lesson per week (an afternoon per week). This ensures progression between year groups and guarantees topics are covered and revisited. Teachers are expected to adapt and modify the model plans to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

### **Assessment**

Assessment for learning is continuous throughout the planning, teaching and learning cycle. While children in Reception are assessed through their day-to-day activities using Tapestry, a variety of assessment methods are used in KS1 and KS2, which include:

- Assessment of prior knowledge at the beginning of a unit, for example: KWL grids or 'Odd One Out' tasks
- Observing children at work, individually, in pairs and in groups
- Questioning and talking to children about their work
- Low-stakes quizzes on concepts/skills that have already been taught
- Regular book scrutinies which monitor pupils' learning
- End of unit assessment tasks

### **Religious Education**

#### **Intent**

Religious Education in St Mary's has a unique position in the curriculum as an academic subject. It is a means for helping children explore the spiritual dimensions of life and to lay the foundations for understanding the Christian Faith and other World faiths. It is an integral part of school life and is developed throughout the curriculum, our collective worship and reflects on our School Ethos and Christian values. It embraces the Church of England's vision of educating for 'life in all its fullness' (John 10:10) through developing the children's skills and knowledge about Christianity and all world faiths through the development of the spiritual and moral wellbeing.

## Aims

- To ensure an understanding of Christianity as a diverse and global living faith through the exploration of core beliefs using an approach that critically engages with Biblical text.
- To gain knowledge and understanding of a range of religions and world views appreciating diversity, continuity and change within the religions and world views being studied.
- To engage with challenging questions of meaning and purpose raised by human existence and experience.
- To recognise the concept of religion and continuing influence on Britain's cultural heritage and in the lives of individuals and societies in different times, cultures and places.
- To explore their own religious, spiritual and philosophical ways of living, believing and thinking
- To provide an age appropriate RE curriculum so our children can give a thoughtful account of Christianity and other world faiths.
- To promote the spiritual, moral, cultural and intellectual development of children in our school and prepare them for the experiences and responsibilities of adult life.
- To develop our children's understanding of our Schools Christian vision and values through enquiry into Bible stories and other world faiths.
- To provide teaching and learning which all can access and through which all their RE skills can be developed.
- To ensure that attainment and progress are on a par with English and has a high profile in the school.
- To develop a curiosity about spirituality and God through enquiry, questioning, discussion, creation and reflection.
- To extend their use of religious vocabulary and provide them with the ability to express their views and opinions through enquiry, discussion and reflection.
- To introduce children to an experience of God's Spirit, and be able to reflect upon, listen and pray to God.
- To develop the children's Christian values and understanding of these in relation to our school vision.
- To develop the children's knowledge of the Parish Church and other World faith places of worship both as a building and a community of people who share the same faith.

## Implementation

The challenges that children will meet growing up in a multi-cultural, multi-faith society will be addressed through planned units of work underpinned by the LDBS scheme of work. These offer the children a high quality RE curriculum and will enable children to develop and explore their knowledge, understanding and respect for the traditions and culture of the Christian and other major world faiths.

The teaching of Religious Education provides the children with a rich and varied RE curriculum which takes into account the age and understanding of the child and whenever possible is closely related to their first hand experiences.

To that end, we particularly welcome and encourage both visits to different religious buildings and visitors from different faiths into our community. Also, as we respect all children in our community we offer the parents to right to withdraw their children from any lessons, whether RE, SMSC or SRE based.

**Assessment:**

Children will be assessed throughout the year on their understanding of different religious beliefs (learning about) and drawing comparisons to other religions (learning from). We will also assess their ability to compare different ideas to their own beliefs and how these beliefs impact the wider world.

**Computing****Intent**

At St Mary's CE Primary School, we recognise that pupils are entitled to and will provide a rich and diverse computing education which addresses the National Curriculum objectives with a coherently planned and structured, progressive approach to understanding concepts and developing talents within computer science and the acquisition of real-world I.T. skills. These will enable children to aspire and flourish not only in computing but in many arenas with accomplished transferrable skills.

We will ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support so that all children experience, enjoy and make progress. Through confident and well-designed teaching of computing, utilising the opportunities that computing provides, we will encourage children to become ambitious, eager and independent in pursuit of skill development and in the application of computational thinking to approach problems. Faced with problems, children require, hope, resilience, discipline and endurance, which are also real-life universal skills, in order to persevere.

All these abilities, in conjunction with instruction in living well together through E-Safety tuition, empower children to achieve what is necessary to become confident, compassionate, and digitally literate members of their modern community.

Our vision is to equip children with a solid foundation of tools and experiences in the use of computational thinking to independently carry these forwards to support them through secondary education and beyond - to make sense of and take their place as active participants in an ever-increasing digital world and give them choices in future such as an industry full of opportunities.

The school believes that IT, computer science and digital literacy:

- Are essential life skills necessary to fully participate in the modern digital world.
- Allows children to become creators of digital content rather than simply consumers of it.
- Provides access to a rich and varied source of information and content.
- Communicates and presents information in new ways, which helps pupils understand, access and use it more readily.
- Can motivate and enthuse pupils to aspire further.
- Offers opportunities for positive relationships by means of communication and participation in collaboration through group working.
- Has the flexibility to meet individual needs while developing the talents and confidence of each pupil.

The school's aims are to:

- Meet the requirements of the national curriculum programmes of study for Computing at Key Stage 1 and 2.
- Provide a broad, balanced, challenging and enjoyable curriculum for all pupils.

- To enrich each child’s life in all its fullness, to develop pupil’s transferrable computational thinking and I.T. skills that will benefit them throughout their lives.
- To equip pupils with the confidence and skills to use digital tools and technologies throughout their lives.
- To respond to new developments in technology.
- To enhance and enrich learning in other areas of the curriculum using IT and computing.
- To develop the understanding of how to use computers and digital tools safely, respectfully and responsibly.
- Equip teachers and staff with the subject knowledge and confidence to plan, teach and assess computing to the expectations required of the subject.

### **Implementation:**

The St Marys CE Primary School Planning Overview for Computing has been written using the National Curriculum objectives and based on the:

- Islington Computing Planning
- Islington Computing Skills Progression document
- National Centre for Computing Education (DfE) planning.

These have been used in order to create a bespoke and progressive sequence that encourages wisdom and endurance in all areas of computing (Computer Science, I.T. and E-Safety).

Supporting materials e.g. individual lesson plans, are available for each lesson / activity included within the planning.

In order to achieve coverage over the course of a school year, teachers will need to teach Computing both as a required discrete subject and integrating cross-curricular opportunities.

- Teaching of **computer science** and **e-safety** should be taught as discrete. To assist with planning, quality of teaching, sequence, timings, and provision of resources, teachers are entitled to plan for weekly sessions or ‘block off’ days / weeks.
- Teaching of **I.T.** should be taught in a cross-curricular fashion. In order to achieve coverage, teachers should look for opportunities to achieve their year group’s I.T. objectives outlined in the Computing Overview, by including I.T. within the planning of other subjects. For example, creating storyboards within English; using word processors or presentation software to store and display history research or using I.T. to create graphs during maths or science. The Computing Planning Overview supports this.

### **Assessment:**

Teachers regularly assess progress through observations and evidence. Key objectives to be assessed against are taken from the National Curriculum. The school uses the NC Objectives in the form of ‘I can’ statements as a guide when assessing pupils. Each pupil’s attainment is then recorded either online using the J2 Review facility within J2 Tool Suite or on a paper assessment tracker also containing the same objectives within the pupil’s Computing Folders. Assessing computing is an integral part of teaching & learning and key to good practice.

### **Geography**

#### **Intent:**

In Geography, we intend to inspire children with a curiosity and fascination about the world and its people. Children will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

**Aims:**

- Inspire in children, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.
- Equip children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
- Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world.
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.
- Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another.

**Implementation:**

In the geography curriculum, lessons are structured and organised in accordance with NC objectives. Progression is built into each unit with skills and knowledge that enable all pupils to make at least good progress in all year groups. We introduce an overarching enquiry question that allow the children to think critically and use the subsequent lessons to further build their knowledge and skills.

We teach our children to develop the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- interpret a range of sources of geographical information, including maps, globes and aerial photographs.
- communicate geographical information in a variety of ways, including through maps and writing at length.

In EYFS and KS1, geography is taught through a topic-based theme. Teachers plan exciting activities that give children the opportunity to gain substantive knowledge and develop their geographical skills. Cross-curricular links are encouraged so that children can further develop their understanding of the world.

In KS2, lessons are planned to develop their understanding of world around them and stimulate their curiosity in places and people.

Teachers plan exciting activities and tasks that give children the opportunity to gain substantive knowledge and develop their geographical skills. Cross-curricular links are encouraged so that children can further develop their understanding of the world.

**Assessment:**

Prior knowledge is reviewed at the beginning of each new unit of work and continuously during the unit. The current recovery content from previous year groups ensures that the progression of skills and knowledge continues to build on prior knowledge before new knowledge is learned. Assessment is ongoing and takes place during each unit of learning to check on progress (knowing and remembering more) and inform future teaching.

An assessment task at the end of each unit is completed to review pupil's progress and attainment. These assessment tasks (Big question, quizzes, questioning) are used to inform teacher assessments so that an evaluation of children's achievement against national curriculum expectations can be determined.

**History****Intent:**

The aim of history teaching at our school is to stimulate the children's interest and understanding about the life of people who lived in the past. Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our History curriculum, we also aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

**Implementation:**

We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. Thus, they learn to value their own and other people's cultures in modern multicultural Britain and, by considering how people lived in the past, they are better able to make their own life choices today.

In our school, history makes a significant contribution to social, moral, spiritual and cultural education by teaching how Britain developed as a democratic society. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. In each phase at our school, we give children the opportunity to visit sites of historical significance. Also, we encourage visitors to come into the school and talk about their experiences of events in the past. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past.

We also focus on helping children understand that historical events can be interpreted in different ways, and that they should always ask searching questions e.g. 'how do we know?', about information they are given.

In EYFS and KS1, history is taught through a topic-based theme. Teachers plan exciting activities that give children the opportunity to gain substantive knowledge and develop their historical enquiry skills.

Cross-curricular links are encouraged so that children can further develop their understanding of history within their world.

In KS2, lessons are planned to develop their understanding of chronological order of events within eras. Units are planned in six lessons to be taught each half term, with an assessment task opportunity at the end of the unit.

**Assessment:**

Prior knowledge is reviewed at the beginning of each new unit of work and continuously during the unit. The current recovery content from previous year groups ensures that the progression of skills and knowledge continues to build on prior knowledge before new knowledge is learned. Assessment is ongoing and takes place during each unit of learning to check on progress (knowing and remembering more) and inform future teaching.

An assessment task at the end of each unit is completed to review pupil's progress and attainment. These assessment tasks (Big question, quizzes, questioning) are used to inform teacher assessments so that an evaluation of children's achievement against national curriculum expectations can be determined.

**PSHE**

**Intent:**

Our PSHE curriculum will encourage mutual respect, responsibility and foster self-esteem in a positive and caring atmosphere. We believe that children are all unique individuals and this will be promoted through rich discussion and encouragement of tolerance.

We aim to provide children at our school with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community.

Children are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

All children learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling healthy relationships that are an essential part of life and learning.

We support the development of the skills, attitudes, values and patterns of behaviour, which enable our children to:

- have a sense of purpose.
- value themselves and others.
- form positive relationships.
- make and act on informed decisions.

- communicate effectively.
- work with others.
- respond to challenge.
- be an active partner in their own learning.
- be active citizens within the local community.
- explore issues related to living in a democratic society.
- show respect for all people whatever their faith, belief or culture.
- become healthy and fulfilled individuals.

**Assessment:**

Teachers assess their classes PSHE skills through discussion based feedback and tasks they complete during the lessons. Additionally, teachers consistently consolidate the learning from PSHE through all areas of the curriculum and evidence is apparent in the language children use and from their attitudes, values and behaviour. Children have the opportunity to self-assess their own learning through completion of 'Jigsaw journey' assessments at the end of each lesson. This in turn informs planning of teaching and learning in addition to empowering children to be responsible for their own learning.

**RSHE**

**Intent:**

At our school, we believe that RSHE assists in providing children with the knowledge, understanding and practical skills to flourish, live safe, healthy and productive lives, while enabling them to confidently face the challenges presented by modern day Britain and to become successful adults. We have aspirations and dreams for our children and will continue to do all we can to help each and every one of them know and understand what success feels like.

**Aims:**

- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships
- Help children develop feelings of self-respect, confidence and empathy
- Allow children to acknowledge and appreciate difference and diversity
- Promote spirituality, and the moral, and cultural, and mental and physical development of all children
- Teach children the correct vocabulary to describe themselves and their bodies
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Create a positive culture around issues of sexuality and relationships
- Provide children with a toolkit for understanding and managing their emotions
- Encourage children to value themselves and others

**Implementation:**

The RSHE curriculum is taught as part of the personal, social, health and economic (PSHE) education. There are certain biological aspects of sex education that are taught within the science curriculum.

At St Mary's, we use the Jigsaw scheme of work. Included in this scheme is a teaching and learning programme that includes the statutory RSHE elements. The programme has a strong focus upon themes such as relationships, living in the wider world, health & well-being and emotional and mental health; these will change termly. It also offers us a comprehensive and carefully thought out scheme of work which brings

consistency and progression to children's learning. Lessons will follow a theme set across six puzzles (units) which are as follows:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

In addition to science, RSHE will follow a spiral curriculum which will see this subject supported and revisited throughout other subjects. It will be incorporated into other areas of the curriculum such as RE, computing and Philosophy for Children. As a 'Rights Respecting' school, we are advocates in educating our children about their rights both in school and as citizens of the wider world around them. These subjects and areas are designed to foster respect for one another and to embrace difference while educating children about healthy relationships.

We have developed the curriculum taking into account the needs and feelings of our children. If children ask questions outside the scope of our curriculum, teachers will respond in an age-appropriate manner, so that children are fully informed and do not seek answers online.

#### **Assessment:**

RSHE also follows the approach used to assess children's learning as in RSHE as stated above. In the PSHE Children will also have opportunities to review and reflect on their learning during lesson time through questioning and responding to marking from their teacher. The views of children, parents, governors and staff will be influential in helping our school to continually respond to and review the quality of our RSHE provision.

## **PE**

#### **Intent:**

- Our fundamental aim is to install a lifelong love of sport, exercise and outdoor activities by ensuring the children's early experiences of PE are challenging, stimulating and positive.
- We pride ourselves on ensuring all children are engaged in regular exercise as well as creating as many sporting and outdoor learning opportunities as possible.
- We aim to increase physical activity across the school whilst stretching our most able, identifying their talents and creating relevant opportunities for them to excel and flourish.
- We aim to increase fitness and skill levels whilst building confidence and encouraging broader holistic life skills such as teamwork, self-discipline, leadership and determination.
- Our Christian values are promoted in every lesson with kindness, cooperation and endurance especially relevant in PE.
- We teach children about the broad health benefits to a healthy and active lifestyle.

#### **Implementation:**

We offer a broad PE curriculum that covers most traditional sports as well as newer sports. In addition to the PE curriculum we create other outdoor learning experiences such as forest school, swimming

and adventurous activities (Pendarren, camping, PGL and other one off external activities – climbing for example)

- Children are entitled to two PE lessons per week (PE specialist and class teacher).
- In year 5 children receive a swimming lesson once a week.
- St Mary's has a PE specialist teacher leading PE and Sport throughout the school as part of the enrichment team (MFL, PE, Music).
- Every lesson has a lesson objective with clear success criteria for children to understand.
- Lessons are differentiated in a variety of ways to ensure each child is challenged appropriately.
- Lessons are usually structured in a warm up/activities/games format.
- We have a broad and significant extra-curricular sports timetable with over 10 clubs available to our children.
- We offer additional PE sessions to specific groups (SEND, Low Fitness, G & T)
- We highlight a range of external opportunities with local sports clubs and one off camps.
- We ensure a wide range of children have the opportunity to compete in organised competition. We compete with the best sporting schools in Haringey and have a reputation for outstanding sports development. We've had borough and regional success in recent years and have excelled in football and athletics. We attend external competitions on a regular basis and also offer intra school competitions that every child competes in.
- We offer one-off inspirational sporting opportunities and use sport to raise money for good causes and to support our local community.

#### **Assessment:**

- Assessment of the children's ability is carried out at the end of a module and follows the 2014 National Curriculum Attainment Targets. This data is used as a platform to plan in accordance with the children's individual abilities. It is used to further stretch the most able children, highlighting their specific talents and then creating appropriate opportunities to challenge them further. It is also used to highlight where intervention may be appropriate in regards to fitness and skill level.
- Assessment informs subsequent teaching and written reports in order to share the children's progress and individual achievements with parents/carers.

#### **Art**

##### **Intent:**

Our Art curriculum will stimulate creativity, imagination and individuality. We believe that art gives our children the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials.

##### **Implementation:**

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities.

Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their

artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity both to collaborate as well as work independently, and have the opportunity to use a wide range of resources.

**Assessment:**

Teachers assess children's work in Art by observing them work during lessons. Verbal feedback is offered throughout the lesson, whilst not compromising a child's creativity. Art work is marked or responded to at the end of the unit of work in each child's Art sketchbook, with teachers providing comments which refer to the child's use of the skills and techniques taught.

**Design and Technology**

**Intent:**

Our DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures.

**Implementation**

We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children's knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently, and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children also have the opportunity to understand and apply the principles of nutrition and learn how to cook. They learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

**Assessment:**

Teachers assess children's work in Design and Technology by observing them during lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment, thus informing planning and informing an annual assessment of progress for each child. As appropriate, work **is recorded .....** These include structured worksheets, diagrams, drawings, photos, plans and evaluations.

**Music**

**Intent:**

According to the new National Curriculum "Music is a universal language that embodies one of the highest forms of creativity" (2014)

With this in mind, music at St. Mary's is highly valued, not only because of the skills it allows children to develop but also due to the enjoyment that every child can gain from the subject. Our music curriculum will engage and inspire children, developing their love for and interest in music. It will also help develop their skills and confidence in playing musical instruments and nurture their critical engagement so that children themselves are eventually able to appraise and compose their own pieces of music.

### **Implementation:**

The teaching and learning of Music develops children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of activities. Children are given opportunities to be actively involved in listening, composing and performing music thereby developing their sensitivity to and understanding and enjoyment of the subject. Music lessons also facilitate the communication of musical dimensions (timbre, pitch, texture, tempo, duration, structure & dynamics), through composition, improvisation, listening and appraising to develop an understanding of music from different eras and cultures. In addition to this, every child has the opportunity to learn an instrument in KS2, and the chance to continue learning for a total of 3 years free of charge.

### **Assessment:**

Teachers assess children's work in music by observing them work during lessons. At the end of the year, teachers make a judgement against progression and attainment, thus informing planning and informing an annual assessment of progress for each child.

## **Modern Foreign Languages (French)**

### **Intent:**

We believe in the importance of modern foreign languages in developing children's linguistic competence and this is seen as a lifelong skill. Learning a language opens up avenues of communication and exploration as well as promotes, encourages and instils a broader cultural understanding and respect.

### **Aims:**

- To develop in children an enthusiastic, positive and respectful attitude to other languages and language learning
- For children to develop language skills and language learning skills
- To raise awareness of aspects of children's own language and make comparisons with the foreign language, thereby enriching their understanding of both
- For children to become increasingly familiar with the sounds and written form of a modern foreign language
- For children to enjoy success and develop endurance in learning a new language
- For children to use their knowledge with growing confidence and competence to understand what they hear and read, and to express themselves in speech and in writing as well as ask questions
- To increase cultural understanding by learning about different countries and their people, and working with written materials from those countries and communities

- For children to form a sound basis for further language learning at Key Stage 3 and beyond.

### **Implementation**

Lesson plans follow a combination of the lead teacher's own planning and the Language Angels scheme for French (annual subscription) and are designed to meet the attainment targets of the KS2 Languages Programme of Study. Much of Year 5 learning is done in the context of communicating with penfriends in St Mary's partner school in Paris, La Villette.

Children:

- learn in a non-threatening environment which builds upon positive achievement
- experience a range of activities, including songs, rhymes and games, which provide a stimulating and varied approach to language learning
- are given opportunities to listen to the teacher, to songs and rhymes, to each other and to native speakers
- apply their learning by reproducing sounds themselves and creating phrases and sentences
- develop phonic knowledge about the language
- begin to recognise and read words that they have already encountered in the development of their oracy skills
- write simple words and phrases using a model and, with increased competence, write more complex sentences on a range of topics, some from memory
- develop the ability to recognise rules or patterns in a new language and relate it to their existing understanding of their own language(s)
- gain an understanding of another culture and learn to look at things from another person's perspective.
- show an awareness of and respect for the similarities and differences between people and appreciate the diversity of languages spoken within the school
- use their knowledge about the way language works and apply their knowledge when learning a new language
- become aware of how they learn and be able to plan to use specific strategies for particular tasks.

### **Assessment:**

Children's progress is assessed with reference to the attainment targets of the Programme of Study for Languages.

Assessment is based on:

- class observations of listening and speaking activities
- written evidence in books and teacher feedback
- Language Angels' assessments in speaking/listening/reading/writing for certain units, where appropriate
- Twice yearly Language Magician online assessment game (European Languages Project)

Also, parents receive an annual written report about their child's progress in French.

### **Social, Moral, Spiritual and Cultural Development (SMSC)**

At St Mary's, we strive to create a learning environment that promotes our children's Spiritual, Moral, Social and cultural development (SMSC). We do this by equipping our children with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities for SMSC development are provided throughout our curriculum, as well as assemblies and extracurricular activities. This includes:

- encouraging children to be reflective through the use of pupil voice.
- encouraging children to recognise their responsibilities to and dependence on others to help them become active participants in a democratic society through our Rights Respecting Schools programme, School Council and Anti-Bullying Ambassadors' programmes.
- developing children's opinions and points of view through class discussions.
- celebrating children's achievements through weekly celebration assemblies.
- encouraging children to reflect on their own behaviour and develop resilience and coping strategies when things do not go well.
- explore what is happening in the world through class discussions and in assemblies
- having weekly assemblies to introduce a theme linking to SMSC which is then relayed throughout the week in subsequent assemblies and in class
- providing a non-sexist, non-racist atmosphere that fosters respect for people from all backgrounds and which also promotes the protection under the Equality Act 2010 of the nine protected characteristics
- develop children's spirituality and love for the world around them through trips, our curriculum and collective worship.

### **British Values**

We teach British values at our school throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual Respect
- Tolerance for those of different faiths and beliefs

### **To do this our children will develop:**

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law (via the Equality Duty)
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

### **Impact**

Children will leave St Mary's CE Primary School ready for the next stage in their learning at secondary school. The curriculum we provide will have provided a range of knowledge and skills to support them in their future endeavours. The children will be able to work collaboratively with

their peers and become increasingly independent and inquisitive learners who are motivated to excel and who will have developed a thirst for learning.

The children will also have a strong desire to embrace challenge and be resilient learners. Our curriculum will also have enabled our children to become good citizens who consistently demonstrate an appreciation for others; this includes being respectful and showing tolerance and acceptance to all those they come into contact with including children those with protected characteristics.

## **Early Years Foundation Stage**

### **Intent**

At St Mary's, we provide a high-quality Early Year's education, giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning, alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.

Through a broad and balanced curriculum, which is flexible and responsive to our children's needs we aim to:

- build strong positive relationships with children, parents and carers, and other adults, involved in children's learning and development.
- create environments which are emotionally safe and physically rich, both inside and out.
- foster a love of learning which ignites children's curiosity and enthusiasm.
- develop a sense of awe and wonder.
- ensure all children have access to high quality learning opportunities.
- develop children's cultural capital, their knowledge and understanding of the community and the wider world.
- ensure that children are ready for the next stage of their education.

### **Implementation**

Our curriculum is built around the 7 areas of learning which underpin children's development and learning behaviours. Children will mostly develop in the 3 prime areas first. These are Communication and Language; Physical Development; and Personal, Social and Emotional Development. The skills learnt in these areas will allow children to progress in the 4 specific areas, which are Literacy; Mathematics; Understanding the World and Expressive Arts and Design.

Children learn by playing and exploring, being active and through creative and critical thinking, all of which take place both indoors and outdoors. The curriculum is carefully planned and where possible, led through play experiences, building upon children's prior learning.

We teach through:

- a variety of different approaches including play, scaffolding, modelling, observing, guided learning and direct teaching all of which support and challenge children to make good progress.
- our stimulating indoor and outdoor learning environments.
- high quality interactions, which tune into and extend children's thinking.
- our systematic approaches to delivering a high quality phonics programme, so that children rapidly learn how to read.
- our balanced and challenging curriculum, which ensures that all children make at least good progress regardless of their background, needs or abilities.

### **Impact:**

Throughout the year, parents and carers are able to follow their children's progress and learning journeys on our online Tapestry platform. This allows them to keep up to date with their child's learning journey. At the end of the Early Years we aim to see:

- children demonstrating the characteristics of effective learning so that they are well prepared for the next stage of their learning.
- children who demonstrate a love of stories, rhymes, books and reading.
- children who are happy, feel safe and enjoy coming to school.
- children who make strong progress from their starting points and are offered an ambitious and broad curriculum which meets children's individual and unique needs.
- evidence that children have been well-supported by well-trained adult
- evidence of strong links with parents/families.
- the percentage of children achieving a good level of development at least being in line with the national average.

### **Assessment**

At St Mary's, ongoing assessment is an integral part of the learning and development process. We used this to identify children's levels of achievement, interests and learning styles and to help shape future planning. We use Tapestry to provide a regular dialogue with families and who are encouraged to add their own observations. This also gives them a voice in their child's learning and development.

In line with government guidelines, staff will administer the Reception Baseline Assessment (RBA) to Reception aged children within their first 6 weeks of starting school.

At the end of the EYFS, staff will complete the EYFS profile for each child. Children are assessed against the 17 Early Learning Goals, indicating whether they are:

- meeting expected levels of development
- not yet reaching expected levels ('emerging')

The EYFS Profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are shared with families for their child.

The EYFS Profile is moderated internally (referring to the Development Matters guidance) and in partnership with other local schools, to ensure consistent and secure assessment judgements. EYFS profile data is also submitted to the local authority.