

# St Alban's CE Primary School

## Curriculum Statement

The curriculum at St Alban's CE Primary School is designed to live out the school vision for all its pupils

| <b>Intent</b><br>will be:   | <b>Implementation</b><br>will include:   | <b>Impact</b><br>measured by:   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• Inclusive</li> <li>• Challenging</li> <li>• Exciting</li> <li>• Ambitious</li> <li>• Real and experiential</li> <li>• Current</li> <li>• Driven by pupil voice</li> <li>• Progressive</li> <li>• Values-led</li> <li>• Safe – take risks</li> <li>• Problem solve</li> <li>• Inspiring</li> <li>• Deep thinking</li> <li>• Reflective</li> <li>• Driven by big questions</li> <li>• Empathy</li> <li>• Awe and wonder</li> <li>• Aspirational</li> </ul> | <ul style="list-style-type: none"> <li>• A clearly articulated learning journey</li> <li>• An entry point for learning</li> <li>• Use of pupil voice in all aspects of what we do</li> <li>• Real experiences</li> <li>• Clear teaching based on curriculum intent and pupil stage of progress (<i>why this, why now, what next</i>)</li> <li>• Reflection, evaluation, adaptation</li> <li>• Application of basic skills incl computing</li> <li>• Cross-curricular links – purposeful with outcome at forefront</li> <li>• Growth mindset</li> <li>• Recall, recall, recall</li> <li>• Visitors, trips, residentials</li> <li>• Inspiration days and themed weeks</li> <li>• Blogging</li> </ul> | <ul style="list-style-type: none"> <li>• Embedded basic skills and strong vocabulary bank, so that they:<br/><i>Have the knowledge to succeed in life</i><br/><i>Can access future learning successfully</i><br/><i>Can be successful in future employment</i></li> <li>• Pupils who enjoy and value learning</li> <li>• Pupils who know how to use their learning and apply to the world outside of school</li> <li>• Pupils can apply prior knowledge to inform present and future learning</li> <li>• Pupils who understand:               <ul style="list-style-type: none"> <li>○ self;</li> <li>○ their relationship with others;</li> <li>○ society; and</li> <li>○ the environment</li> </ul> </li> </ul> |



The curriculum is underpinned and driven by the school's vision and an understanding and proactive response to:

- the school's distinctive ethos as a Church of England primary school; and
- the culture and diversity of the school population and community.

## What does this mean/ look like in our school?

### Curriculum Intent

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing **social, emotional and spiritual well-being**.

Our **curriculum** equips our children with the **knowledge, skills and cultural capital** that they need to succeed in life. Starting with the Early Years, we provide children with the seven areas of learning and development, implemented through adult led and child initiated learning. Towards the end of the EYFS, the children are prepared for the more formal learning which takes place in Year 1. We see the Year 1 to Year 6 curriculum as a body of subject-specific knowledge defined by us and the National Curriculum and so we take a knowledge-led approach. Skills are an outcome of the curriculum, not its purpose. When children are 'fluent' in knowledge, such as number bonds and times tables, they can then apply them as skills. We make our curriculum accessible for those with disabilities or special educational needs by complying with our duties in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

Our **broad and balanced curriculum** has a **clear focus on subjects as discrete parts** to deliver the curriculum. How this is broken down into delivery in our school:

- Curriculum statement (end of primary phase into secondary phase)
- Curriculum map (whole school progression)
- Curriculum progression within each year group and into the next
- Progression maps within each subject across each year group
- Units of study within each subject

Our curriculum map, and progression maps in every subject, contain the **knowledge that we have identified as essential** in our school, taking **cultural capital** into account. These have been carefully crafted for each subject, identifying composite knowledge and skills and breaking them down into component parts to ensure **sequential, layered knowledge acquisition**. The curriculum is sequenced and progressive so that children can systematically accumulate knowledge which becomes embedded in their long-term memory. This approach enables pupils to make meaningful connections in their learning.

These progression maps and units of study also support **our pedagogical approach** (direct instruction) to teaching and help with the speedy and effective induction of new staff.

The promotion of **strong oracy skills** is a priority for our children, as many enter school with limited vocabulary and practice in speaking. This focus runs throughout our curriculum, because children must be able to talk about what they have learned in a knowledgeable and articulate way.

Reading is the gateway to pupils' learning. To ensure all our pupils are able to access the full curriculum, we therefore place a strong focus on **oracy, early reading and vocabulary** development right from their points of entry.

To ensure the most **disadvantaged** pupils in our school have the best opportunity to thrive academically, our **Pupil Premium Strategy** focuses on reading, **vocabulary acquisition** and speaking and listening so that all pupils can access the curriculum. The same detail is taken with our planning for our **pupils with SEND**, closely mapping out progression through each Key Stage so that all aspects of the National Curriculum are taught by the time they leave primary school.

How do we ensure that **pupils with SEND** access the whole curriculum?

*Intent:* Our whole school curriculum has been written with SEND pupils in mind, because we believe that what is good for SEND pupils is good for all pupils.

*Implementation:* The curriculum is broken into relevant and accessible components so that every pupil with SEND has experience of the whole national curriculum (composite) by the time they leave the school. This is done by carefully planning and scaffolding learning opportunities so that pupils can access that subject in ways that are meaningful to them.

*Impact:* In this way, learning for our pupils systematically builds upon what they have experienced before and revisits curriculum content in a cyclical process. This revisiting process is crucial for our pupils to help them remember more and know more.

Our school is acutely aware of the need to broaden our pupils' life experiences and to raise their aspirations. We introduce them to a wealth of local and national **cultural** experiences. This introduction to the best that has been thought and said, helps our pupils to engender an appreciation of human creativity and achievement; widening their horizons and building the confidence they need for the next phase in their education.

**SMSC** is taught in a cross curricular way throughout the year groups (see our curriculum map) and is not limited to specific **Personal, Social, Health and Citizenship Education (PSHCE)** or **Religious Education (RE) lessons**. We focus on helping our children to grow and develop **character, resilience** and **inner discipline** through making choices, taking responsibility and being honest with themselves and others. In order to achieve this, we have incorporated opportunities for building character into our curriculum, including: sport, creativity, performing, the world of work and membership. This provides pupils with the inner resilience and confidence to tackle the frustrations and setbacks that are a natural part of life.

As our children gain confidence, knowledge and skills we hope that they will go on to become compassionate, well-balanced life-long learners. We support them in **taking their place in society** as active citizens, economically independent, exemplifying the **British Values** of equality, tolerance, democracy, individual liberty and rule of law.

Every Summer term, second half, we suspend the usual curriculum every Thursday morning in order for KS2 to take part in our **University project**. Pupils "choose their option" from within the creative arts (writing/scripts, musical composition, dance, drama) and are immersed within that subject every week, culminating in a final school performance to the community.

As we are situated in central London, we use **London as our classroom**, providing pupils with a very wide range of off site visits and visitors to enhance their learning.

[Look at the Curriculum Map](#) for an overview of all subjects, year group by year group, across the year.

[Look at the Progression Maps](#) section of our Curriculum tab on the website for more information about individual subjects in our curriculum, from Nursery to Y6.

[Look at the Class Curriculum Information for Parents/Carers](#) to see termly information about our curriculum and how parents/carers might support children with their learning at home.

## **Curriculum Implementation**

The implementation of our curriculum is greatly supported by **carefully structured subject progression maps, leading pupils through component knowledge and skills to composite knowledge and skills** in all subjects.

Our pedagogical approach is based on **Rosenshine's Principles of Direct Instruction**. The clarity and simplicity of this approach supports teachers to engage with cognitive science and the wider world of educational research.

The Principles of Direct Instruction:

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review

## **Impact of the curriculum**

We constantly review our curriculum through regular subject based monitoring activity both within school and with other schools in the cluster, to ensure sequential, layered knowledge acquisition and check that pupil outcomes are of a very high quality.

We retain banks of high quality pupil work in order to induct new staff to our schools as effectively as possible, sharing our very high expectations.