

# St Clement and St James and St Thomas' CE Primary Schools

## Our Curriculum Policy

### ST Federation Vision – Stronger Together

We are a family of schools dedicated to serving the children in our local community to ensure they receive an all-round education rooted in Christian values and are given every opportunity to flourish.

Our Federation vision is rooted in biblical teaching.

St Thomas has been inspired by Matthew 19:14. Jesus said, *"Let the children come to me, and do not stop them because the Kingdom of Heaven belongs to such as these."*

At the centre of St Clement and St James we have faith, hope and love, defined by 1 Corinthians 13: 4-8a *"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails."*

### Curriculum Design

Our curriculum is designed to develop children's character, intellect and curiosity. We have high aspirations for our children and aim to offer them a broad, challenging and engaging curriculum.

By the time children leave our school they will:

- Be kind, confident, well-mannered, thoughtful members of society who embody our Christian values of perseverance, respect, friendship and forgiveness
- Speak confidently and in Standard English, with a broad range of vocabulary, in formal situations, for example children should be able to argue a point and greet a visitor
- Have knowledge of a core set of books and poetry that they can make links to and draw upon
- Have a broad general knowledge and understanding of the world for example of historical facts, geographical sense of place and religions
- Understand the cultural and historical influences that have shaped this area of London
- Be ambitious for their futures, expecting that he or she can follow career paths that take them onto higher education such as university or an apprenticeship
- Enjoy and appreciate the arts and be able to participate in performances, for example music, poetry, dance and drama
- Understand their body, how to keep it healthy and enjoy participating in sporting activities
- Have healthy relationships with an age-appropriate understanding of sex education
- Be able to keep themselves safe (both online and on the streets) and know how to avoid confrontation and resolve disputes peacefully through restorative approaches
- Have a love of learning and self-efficacy around studying

- Be passionate about looking after our world and take active responsibility for making a difference in our world
- Understand and value the concepts of British values and contribute positively to our community
- Respect each other regardless of religion, gender, ethnicity and wealth

### **What we know about how children learn**

- Learning is a change in long term memory
- Our working memory is limited so it can become easily overloaded with too much new information
- The more that is secured in our long-term memory the more we are able to think, because we free short-term working memory
- Repetition is key to ensuring learning is not forgotten – we must be able to recall information the next week, month, term and year.
- Children need to achieve success, but some level of difficulty which forces children to think, helps with embedding information and knowledge in our memory. (Our brain rewards us with dopamine when we successfully solve a problem.)
- People love stories, problem solving and making links.
- It is no good learning a series of facts out of context. We must combine facts to create knowledge and in turn apply this to create deep learning.

### **The implications for planning our curriculum**

- Our curriculum will be underpinned by our key drivers which are:
  - Our Christian values
  - The arts
  - The environment
- We will plan a very broad curriculum which continually revisits key concepts (threshold concepts).
- The more knowledge of the world children have, the more likely they are to have the procedural and semantic understanding they need.
- Cultural capital gives our students the vital background knowledge they need to be thoughtful members of our community who understand and believe in our school values and British values. As a result:
  - We will plan to teach 400 new tier 2 and 3 words per year – these will be planned in consultation with subject leaders.
  - We will ensure there is a set of texts which are carefully selected (for their vocabulary, range of subjects, enrichment) which all children will have an entitlement to during their time at school
- Tying our curriculum together are the threshold concepts which are the key ideas in each subject area eg in history the threshold concepts include chronology, sources of evidence.
- Within the threshold concepts there will be progression models with milestones along the way (milestone 1 is KS1, milestone 2 is LKS2, milestone 3 is UKS2). Within each milestone there will be learning at a basic, advancing and deep level. The goal being to reach a deep understanding by the end of the milestone (over a two year period, in the first year the teaching is likely to be more basic).

- We won't rush through the curriculum. We will secure the basic learning and go over this in a variety of ways (through variation as we do in mathematics)
- Knowledge webs help link each topic and threshold concept to previously studied topics. From these webs we'll plan a series of knowledge lessons (we will experiment with 6 knowledge lessons per subject topic)
- In order to aid learning and ensure there is a change to long term memory, our curriculum is subject specific and planned so there are frequent opportunities to revisit key threshold concepts in a variety of ways.
- We will link subject work to studies of Kensal Town or Notting Dale areas and (Holland Park, Meanwhile Gardens or Kensal Cemetery). Topic links will only be made between subjects where they are relevant and not contrived
- Opportunities to recall knowledge will be aided through low-stakes quizzes such as 10 daily questions
- Because it's impossible to assess children's learning in the short term we look at how well children are progressing over time. We will use POP (proof of progress) tasks and comparative judgements to compare students' work over time
- We acknowledge that 'Wow' moments are memorable but do not in themselves lead to understanding of concepts but they are useful in hooking in children's enthusiasm for learning
- Trips and visitors are important but must have educational relevance and enable children to gain cultural capital. We will make use of the rich educational resources in London eg Natural History Museum, V&A, Tate, Hyde Park.
- We know that working towards meaningful outcomes gives a context that creates opportunities for deep learning
- We acknowledge that creating our curriculum is a work in progress and it will take a number of years to fully develop our curriculum.

### **Subject leader roles**

- Identify the key subject specific vocabulary for each year group
- Identify the threshold concepts and POP tasks and evaluate their effectiveness
- Work with teachers to ensure they are planning a broad curriculum for each subject
- Support teachers in improving their subject knowledge
- Lead continuing professional development
- Identify strong practise and disseminate it to colleagues through showcasing
- Ensure resources are available and accessible to classes including subject specific guided reading texts
- Monitor curriculum coverage by looking at planning and flip charts and how well children are making progress over time by looking at books and most importantly talking to children.
- Report to SLT and governors