

# St. Clement's C. of E. Academy

## Curriculum Policy

# Learning for Life, Anchored in Christ

**ST. CLEMENT'S**  
C. OF E. ACADEMY

## Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

## Overview

At St Clement's we provide a creative curriculum based around The Church of England's vision for education, (deeply Christian, with the promise of Jesus of 'life in all its fullness. '), the Cornerstones Curriculum, and our diverse school community.

The curriculum, in its fullest sense, firmly underpins the Vision, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

In the daily living out of our Christian faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in a belief in Christ, based on the truth of the Bible, and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

We believe our curriculum should reflect our school community in its wonderfully rich tapestry of cultures, heritage, faith, beliefs and identities. Heritage is important to develop a better understanding and respect of our living environment, ourselves and others. It helps to foster a shared knowledge; identify and preserve heritage knowledge and skills, and raises awareness of the values conveyed by heritage.

We also recognise our duty to equip children with the skills to strengthen their mental health and emotional resilience. Pupil safeguarding and the promotion of fundamental British values are also a key anchor in our curriculum. Great importance is placed on identifying opportunities in the taught curriculum for children to learn about safeguarding. Our broad curriculum gives pupils opportunities to experience life in all its diversity, to acquire knowledge, understanding and skills that significantly impact on personal development, behaviour and welfare and equips every child with the knowledge and skills required for personal safeguarding. Our PSHE curriculum (Jigsaw) covers all areas of Safeguarding through each of the strands and is taught in all year groups. We are sensitive in our teaching and recognise that some more sensitive subjects need to be taught at an age appropriate level, or at a small group or 1:1 level where a more urgent need arises. We plan to constantly challenge children to think deeply about safeguarding matters and their own personal physical and mental wellbeing. We value pupils' questions and give them space for their own thoughts, ideas and concerns. We give them opportunities across the curriculum to explore values, personal rights, responsibilities and equal opportunities that develop moral concepts that impact positively on safeguarding, promote British values and prevent radicalisation and extremism.

We believe our curriculum should also prepare our children for a lifetime of learning years into the future - with careers that don't yet exist and technologies we cannot imagine. Our pupils will need to develop the skills required to learn continuously throughout their lifetime. They must develop a love of learning and a thirst for knowledge. This is the aim of our curriculum. At St.Clement's, we are continually aiming to raise the standards of achievement (progress and attainment) for every pupil.

To this end, our curriculum drivers are:

1. Culture and heritage
2. Vision and values
3. Stewardship of God's wonderful world.

In addition to daily curriculum opportunities, our pupils to experience a range of curriculum days, visits and visitors and theme weeks which are to celebrated throughout the year. The curriculum weeks/days develop their deep knowledge, vocabulary, and understanding, involving every child. Parental participation is encouraged during these events where possible.

We want our children to be enthusiastic about school and eager to learn. We will recognise this

by:

- Children being fascinated by what they have seen, heard, smelled, tasted and felt.
- Children being keen to show us what they have done and who are proud of their achievements through regular Star Pupil assemblies.
- Children learning independently – not abandoned, but rather where they are so intrigued by their discoveries that they begin to ask their own questions - taking their learning down a personal pathway.
- Children talking about their learning; sharing ideas and forming their own opinions and theories.
- Children following wonder learning challenges at the start of each lesson to engage them and allow them to journey through the lesson individually.

We believe that our children should be resilient, confident and independent learners. The key skills and personal attributes that they require come under six headings:

1. Confident Readers
2. Effective Communicator
3. Creativity
4. Social Skills
5. Thinking Skills
6. Numeracy

- **Confident Readers**

- Phonics – is taught in KS1 everyday – 40 mins to 1 hour daily as a separate session from Literacy (also separate from whole class reading) until all children have a firm knowledge. Foster a love of reading through listening to stories/ sharing stories/ library visits/ Reading for Pleasure sessions weekly.
- Phonic & reading interventions across KS2 where appropriate
- Opportunities to choose their own books using the school library and change them when they have been read.
- Engage in shared/whole class reading every day.
- Take part in whole class reading daily- including comprehension questions ( from y2 upwards. Year 1 build up to these sessions when appropriate)
- Use a working wall, displays and book corners to promote and demonstrate a range of literature including linked to other subject areas.

- **Effective Communicator**
  - To access speaking and listening through role play and drama.
  - To communicate in different situations and to understand the process of presentation.
  - Voice 21 strategies developed in classrooms
  - Children's committees and groups
  - Presenting in Collective Worship
  - Through enrichment activities
  - Once children in Y2 have completed all RWI phases they will be taught grammar on a daily basis alongside Twinkl age-appropriate spellings.
  - Y2 & KS2 Grammar lessons are integrated into the writing curriculum from the beginning of the year through Literacy Tree.
  - Year 1 focus on grammar and writing stamina and gradually building up over the year
  - Reception use RWI writing during the Phonics lessons
  - Extended, assessed or cross curricular writing whenever appropriate.
  - Take part in Guided/shared and independent writing.
  - An opportunity to edit pieces of writing with a partner or as an individual.
  - To write for different purposes and audiences in a range of formats.
  - Handwriting linked to the Letter Join scheme
  
- **Creativity**
  - Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
  - Wide range of enrichment activities
  - Extra-curricular provision
  - Provide the correct stimulus to engage the children.
  - Create a culture where everyone's ideas are accepted, respected and developed.
  - Children to have the opportunity to regularly engage in outdoor learning.
  - Open ended, challenging and practical tasks- opportunities to think outside the box.
  
- **Social Skills**
  - To respect the opinion and feelings of others.
  - To work as a team and be able to share with and support each other.
  - To understand different social situations and adapt.
  - To help others.
  - To always use their manners.
  - Opportunity for all children to be able to share their work and celebrate their success.
  
- **Thinking Skills**
  - To encourage and develop independent thinking
  - To 'have a go' and not fear failure. (Growth Mindset)
  - To develop questioning and answering skills.
  - To retain and build on previous knowledge.
  
- **Numeracy**
  - Mental Maths and times tables– to be taught and strategies practised every day.
  - Open –ended problem solving to be part of the daily lesson to develop investigative, reasoning and logical skills.
  - Use a working wall to demonstrate strategies and show the more able the next step in their learning.
  - Opportunities to use maths in the real world including the outdoor environment.
  - A Mastery approach, all children accessing learning through a CPA approach-Concrete (physical equipment), Pictorial (images) and abstract (number sentences)
  - Children will be able to verbalise the methods and strategies that they are using.
  - Pupils will be able to tell the time both analogue and digital as well as understand elapsed time before they leave St.Clement's in Year 6.

Teacher's planning is supported by The Cornerstones Curriculum which is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. The curriculum is delivered through Imaginative Learning Projects (ILPs) which provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. Cornerstones also provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs. We use Cornerstones as a resource bank and framework on which to build our own curriculum linked to our school community and heritage. We also use Kapow as a base for some art/DT, music and MFL units. Science is built and adapted from Collins Snap Science and assessed on Arbor.

## Organisation

Our teaching staff plan high quality, stimulating, creative and inspirational learning activities which are aimed to interest and motivate pupils and are built on prior knowledge.

Within each unit, there are four stages of learning:

### Engage

A stage of learning that provides children with an inspiring and thought provoking starting point that stirs curiosity and initiates interest. Children engage in purposeful and contextualised learning experiences in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate children's interests in a particular theme or concept.

### Develop

A stage of learning that provides children with an opportunity to develop and master key skills, subject knowledge, research techniques and independence. Children become industrious learners making sense of information and experiences, leading to sound understanding and progress. Children DEVELOP their knowledge, vocabulary understanding, key and subject skills required to progress their learning and attainment through quality differentiation, focused learning tasks and high quality relevant learning experiences.

### Innovate

A stage of learning that challenges children's ability to work creatively, exploring possibilities and finding solutions. Using and applying previously learned skills, knowledge and understanding children work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant provocation or scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

### Express

A stage of learning that empowers children to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults.. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

## Inclusion

All children have equal access to the curriculum and its associated activities. All staff are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### Assessment for Learning, recording and reporting

Throughout the school, teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. The summative aspect of pupil's attainment is recorded through self- assessment/awareness of learning both at the beginning and end point of each unit of work. During lessons teachers use a range of Assessment for learning strategies and live marking to address any errors or misconceptions quickly and they then adapt their teaching if necessary. This informs future planning. Do it now tasks at the beginning of all lessons recap previous learning and allows the teacher to assess the starting point of the lesson 'in the moment'. Attainment is monitored by the SLT/Curriculum lead using book sampling, pupil discussions and observations. Progress and attainment is reported to parents through parents' evenings and end of year reports. Summative assessments are recorded on internal record sheets and on Arbor termly.

### Marking (see policy)

Written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

### Resourcing

Units are resourced with topic boxes that cover the general resource needs of the statutory objectives within the Primary National Curriculum 2014 and the Cornerstones resource. We also have published materials to support and reinforce learning; The library has a selection of books linked to topics, which can be borrowed by class teachers to aid teaching and encourage independent learning and research.

### Enrichment Opportunities

We believe in order for children to have 'life in all its fullness' and developing the whole child, we should provide a rich variety of additional opportunities for children at our schools including and not limited to: Cookery, Multi sport, Choir, textiles, sculpture, gardening, Eco council, book club, BSL, Bhangra, Tap, recorder.

We also included views of pupils and parents when we devised our '50 things to do before you leave St. Clement's'. These activities are embedded within the curriculum, enrichment and extra-curricular clubs. A full list can be found on the school website but include activities such as: flower arranging, climbing trees, a boat ride, building a den, meeting a fire fighter, visiting a zoo, 'a day in the life of'.

### Review

The effectiveness of this policy will be reviewed and discussed in the Summer Term 2025 alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion.

Agreed by the Governing Body on July 24

To be reviewed July 25 (or sooner-curriculum review)