

St. Peter's CE Primary Academy



Curriculum Policy

Status: Good Practice

Date adopted by Governing Body:

Date for review: Sept 2024

Signed by the Chair of the Governing Body:

Date signed: December 2021

1. Introduction

St. Peter's CE Primary Academy is committed to meeting the requirements of the primary National Curriculum.

Our schemes of work reflect the content and challenge of the curriculum. Teachers have received training in key areas of curriculum change and are ready to provide outstanding curriculum provision.

We intend that the curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

We are inspired by St. Peter and have developed The St. Peter's Way to reflect our vision of 'Inspiring Learning For Life'. We recognise when children have used bravery, focus, perseverance, co-operation, good thinking, being on fire and going the extra mile (see Appendix 1) to support their learning.

2. Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our academy curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole academy standards and the development of independent and responsible learners who know how best they learn and how best to improve. These are the core values of our academy, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We respect each child in our academy for who they are, and we treat them with fairness and honesty.

We aim to enable each person to be successful and provide equal opportunities for all children in our academy.

- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims

The aims of our academy curriculum are:

1. The curriculum develops enjoyment of, and commitment to learning as a means of encouraging and stimulating the best possible progress and highest attainment for all children.
2. Children should have a sense of self-esteem and find enjoyment in a variety of aspects of

school life, gaining satisfaction from their own achievements and those of others.

3. The curriculum should encourage pupils to think creativity and critically by providing a variety of learning contexts.
4. Curricular and extra-curricular sports activities promote enjoyment and participation for children, both as individuals and as a member of a team.
5. Children should have knowledge and appreciation of The Bible and Christian beliefs and practices, as well as the beliefs and practices of others.
6. Children should begin to acquire a set of moral values on which to base their own behaviour and develop social and cultural attributes, preparing them to be responsible adults in modern Britain. We promote the values of democracy, the rule of the law, individual liberty, mutual respect and tolerance to those with different faiths and beliefs.
7. The school promotes a healthy lifestyle and encourages children to keep themselves and others safe.
8. The school encourages equality of opportunity between disabled people and other people, and positive attitudes towards disabled people.
9. Children are encouraged to develop a sense of community and have opportunities to participate in community events and initiatives.
10. The school seeks to develop a community of life-long learners, where access to knowledge and the acquisition of skills and understanding is a right and a recognised achievement.

4. At St. Peter's we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered, the children will, at a level appropriate to their age and ability, be able to be: -

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;

- Understanding of organizational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising; · Able to respect others and understand their own and others' cultures and traditions; · Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

5. Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum, SACRE Agreed Syllabus for RE, RHSE statutory guidance and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the skills that we are developing within each topic.

6. Assessment

Our academy considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. Our whole academy approach is focused on assessment for learning and pupils progress is evaluated against the key performance indicators stating whether they are working towards, working at the expected standard or at greater depth. [See the Assessment Policy.](#)

6a. Assessing Pupil Progress in the Early Years Foundation Stage

At the start of the year the pupils will undertake the Reception Baseline Assessment (RBA). This is a statutory assessment from September 2021 onwards. It provides a snapshot of where pupils are when they arrive at school. It will provide a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

At the end of their reception year they will be assessed on the early learning goals, which can be found in the early years framework, through classroom observation.

7. The Role of the Subject Lead

The role of the Subject Lead are to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Provide efficient resource management.
- Keep up to date with developments in their key area of learning at both national and local levels. •
- Review the way the subjects are taught in the academy and plan for improvement linking to whole academy priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Support the monitoring of standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

8. Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall academy's curriculum. The SLT and Subject Leads monitor lesson plans, moderate pupil work, conduct learning walks in order to support their self-evaluation of their subject, provide training, support to colleagues and to identify next steps for improvement. Our governing body is responsible for monitoring the way the academy curriculum is implemented. Delegated governors for specific subjects liaise with the curriculum teams to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject.

Policy Amendments		
Date	Amendment	Reason
Sept 2021	Addition of information in regards to The St Peter's Way	To link learning behaviours to the curriculum.
Sept 2021	See Assessment Policy	Link for full explanation of assessment
Sept 2021	Assessing Pupil Progress in EYFS	Updated as the Reception Baseline comes into use and to reflect the change in the EYFS guidance
Sept 2021	Appendix 1	To define the learning behaviours

Appendix 1

The St Peter's Way (learning behaviours)

Bravery – have the confidence to try something new or tricky, even if it seems scary.

Co-operation – demonstrate good discussion skills, listens to other's ideas and show good concentration.

Focus – listen well, follow instructions first time and show good concentration.

Good Thinking – try to solve a problem or task on your own using skills and knowledge you already have, especially if you are stuck.

Perseverance – keep on trying, thinking of different ways to approach a task – get there in the end.

On Fire – have great enthusiasm for an activity, put in great effort into achieving and helping others to achieve.

Going the extra mile – do not settle for a 'good' piece of work; strive to make it excellent. Put in extra time in the classroom or at home to make sure the job is completed to the best of your ability.