

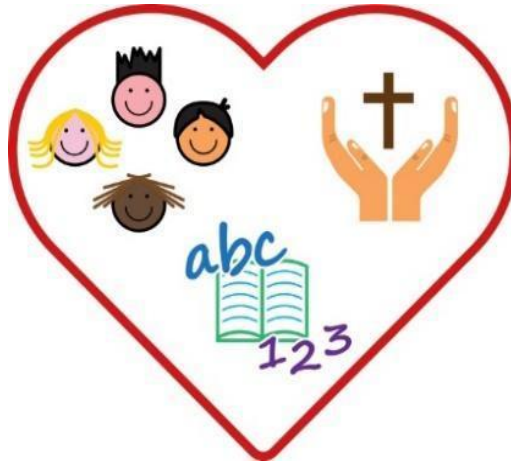


St Matthew's

Church of England Primary Academy

A member of **CDARI**

ST. MATTHEW'S C.E. PRIMARY ACADEMY



CURRICULUM POLICY

Reviewed: Jan 2024

By: M.Mackley & teachers

Date of next review: Jan 2026

"Be blessed by God, be happy & aspire to be..."



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Curriculum Policy

Our Vision Statement:

"Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family. We can all **'Be blessed by God, be happy and aspire to be...'** "

Our Mission Statement:

"St Matthew's CE Primary School is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment welcoming children drawn from diverse cultures."

Intent

At St Matthew's Church of England Primary Academy, we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. Our intent is that our school curriculum facilitates, supports and delivers the opportunity for our pupils to improve their knowledge and skills and that they 'stick' with them, to enable them to build on this knowledge each academic year.

St Matthew's delivers a broad and balanced curriculum, based on the National Curriculum, but personalised for our pupils, so that they are able to develop cultural capital in order to have "the knowledge that children need to be effective citizens". The curriculum focuses on the development of local, national and global substantive knowledge, along with the disciplinary knowledge that is required to succeed in society.

Substantive Knowledge involves knowing that, for example, London is the capital of England, zebras are animals and what the term 'Civilisation' means. Recalling information from long term memory involves some degree of conscious effort – information is consciously brought to mind. **It is the who, what, where, when and why of learning.**

Examples in our curriculum:

- What does 'Civilization' mean in context? I.e. The Golden Age of Islamic Civilization and the Mayan Civilizations.
- When was the Stone Age?
- Where are London, Scotland, Wales and Northern Ireland on a map?

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Disciplinary Knowledge refers to the knowledge of **how** to perform a specific skill or task. It is automatic.

For example:

- Reciting numbers to 10 and times tables
- Throwing and catching
- Using tools, such as scissors
- Writing skills
- Scientific skills required to plan a fair and carry out a fair test

Our Curriculum is well planned and sequenced, it contains the right knowledge in the right order, providing pupils with the building blocks of what they need to know and be able to do to succeed in each subject.

Where possible, purposeful links are made between subjects so that there is a context to learning. By making these connections children will be able to make sense of their learning and thus commit it to long term memory.

Our Curriculum is inclusive. At St Matthew's, adjustments are made to the learning environment, to allow all of our pupils the opportunity to learn and succeed. In all subjects high expectations are set for all pupils, regardless of where they are in their learning journey. Our curriculum recognises that all pupils have strengths, as well as areas for development, and preferences for learning. All our pupils will experience a curriculum with breadth, however some children may not all access an identical curriculum; some may require a more personalised approach depending on their specific needs. Learning in all subject areas builds on the substantive and disciplinary knowledge the pupils have already secured.

Our curriculum considers the fact that, for our children, it is important that they are exposed to experiences which they may not encounter outside of their school experience.

When planning our inclusive curriculum, we have intentionally included topics that reflect the diversity of the community we serve. For example, local history / geography studies and exploring the faiths of our pupils in RE.

The St Matthew's Curriculum has a coherently planned assessment sequence to measure the curricular impact in the outcomes achieved by children. Children should be building a body of knowledge that they are able to commit to long-term memory, draw from and build on. The assessment structure in place at St Matthew's enables children's learning to be monitored at defined points throughout the school year. In the core subjects summative assessment takes place termly and in foundation subjects a mix of end of unit with regular mini assessments, i.e. retrieval tasks. Assessment for Learning takes place daily.



Implementation

Implementing a broad, ambitious and inclusive curriculum

From entry into school in EYFS, all children experience Mathematics, English, Science, History, Music, Computing, Geography, PSHE, RE, Art, Design Technology and PE. In KS2 Spanish is taught. This breadth of study allows all children to develop their interests further and learn brand new knowledge and skills.

To enable our children to know they are 'blessed by God' and to enable them to 'be happy' we have placed RE & PSHE at the heart of our curriculum, we know that if the welfare of our children is not catered for then they will not be able to make the most of the academic curriculum.

At St Matthew's, high quality activities are planned and delivered to increase cultural capital. Learning needs to enthuse and engage the children and the adults. At St Matthew's, these are implemented in the following ways;

- **School trips, visitors and experiences:** These visits may be a unique outdoor adventure activity, trip to the museum, farm, zoo and nature reserve. Where relevant, these experiences are driven by our curriculum, or by our children's needs; some are heavily subsidised.
- **Wider opportunities:** a selection of clubs are offered to **all** pupils.
- **Reading:** the curriculum consciously aims to develop reading, phonic knowledge and vocabulary at an early age and continues to expose our children to a wide range of genres, to encourage a love of reading for life.
- **Our Christian distinctiveness** informs all aspects of school life, especially our relationships. Our Vision & Mission Statements, Values, Collective Worship, R.E. teaching and Christian ethos provide our children with rich spiritual and moral guidance.

The School Day at St Matthew's

Daily learning is **timetabled** to maximise teaching and learning time with the children. In EYFS daily Maths and English lessons take place and phonics sessions are taught daily according to the SSP, continuous provision is accessed throughout the day. In Key Stage 1, phonics is also taught daily in accordance with our SSP; children in Key Stage 2 continue to learn phonics if and when appropriate.

In both Key Stage 1 and 2, each morning's session is planned to deliver the English and Mathematics curriculum. The afternoon sessions focus on Science, R.E and the foundation curriculum. Junior Jam (PPA release) teach Computing, Music, PE, Spanish (KS2) & the Arts (KS1).



An Inclusive Curriculum

Lessons are planned to facilitate learning activities that allow pupils to meet the intended learning outcomes of the lesson. This may mean pupils demonstrate their understanding in very different ways depending on their strengths and abilities. For example, one pupil may produce a written outcome, another may produce a typed outcome, whilst another may produce a drawn outcome annotated by an adult with the child's voice. Adaptive teaching, in its many forms, is a key feature in all our lessons. In some cases it is necessary to provide a more bespoke, individualised curriculum. For SEND pupils, for example, learning is planned, based on current assessment information about the child, as well as taking into account the recommendations of parents, the SENCO and other professionals involved with the pupil.

Termly Pupil Progress meetings identify pupils who require further support to help secure skills and knowledge. SEND pupils are placed on a register and those who have an EHCP are supported to achieve their individual targets.

Assessment is threaded through everyday practice at St Matthew's. 'In the moment' assessment of understanding, or indeed misunderstanding, is fundamental to our teaching model. It informs future teaching, identifies starting points and exposes gaps in **substantive** and **disciplinary** knowledge.

Children's **substantive** and **disciplinary** knowledge in all areas of learning is assessed. In all subjects, formative assessment is ongoing and dynamic. Summative assessment takes place as detailed in our Assessment Policy.

Children are taught to 'self assess' their learning against given criteria, to encourage independent, motivated learners and to check that knowledge is embedded and can be used fluently.

Feedback is a crucial aspect of assessment (See Feedback & Marking Policy).

Assessment has a key place in our curriculum implementation and it is understood by all staff that it must be purposeful, timely and manageable.

Strong Subject Leadership

In order to deliver our curriculum to the highest standard, all Subject Leaders receive regular up-to-date training. They each work closely with the Curriculum Lead and the Senior Leadership Team to monitor their subject across our Academy.



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Impact

In order to measure the impact of our curriculum at St Matthew's , the following qualitative and quantitative information is gathered:

- Pupils' substantive and disciplinary knowledge across the curriculum
- Results of national tests
- Results of internal tests
- Pupil's progress from starting points
- Daily assessment for learning
- Pupils' work in books
- Pupil voice via pupil interviews
- Comparison with national statistics and benchmarking against similar schools
- Learning Walks of teaching and learning

Review

This policy will be reviewed regularly by the Curriculum Lead.

Policy Date; January 2024

Next review: January 2026