

# CURRICULUM VISION



St. Michael's  
Church of England  
Primary School



# ‘Let Your Light Shine’

Matthew 5:16



At St Michael's C of E School, the Christian message '**Let your light shine**', is central to all within our school community.

We aim to provide a rich, balanced and engaging curriculum that enables all of our pupils to be the best that they can be.

Opportunities are planned to enrich the curriculum in all year groups to capture the hearts and minds of our pupils. Active learning is fundamental to instil in our pupils a love of learning that is life long.



# SCHOOL VALUES

Challenge

'I can do all things through him who strengthens me'

*Philippians 4:13*

Respect

'Respect others and love your Christian brothers and sisters'

*1 Peter 2:17*

Forgiveness

'Forgive one another as God forgave you'

*Ephesians 4:32*

Perseverance

'Let us not grow weary in doing good and don't ever give up'

*Galatians 6:9*

Kindness

'Be kind to one another'

*Ephesians 4:32*

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## Perseverance

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## Kindness

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Let your light shine



# EPIC

## CURRICULUM

**Engaging** our pupils to become active, independent and reflective learners is key to our approach. **Purposeful** links build on what the pupils already know and can do and enable our pupils to flourish. **Individuals** are challenged and pupils with SEND are fully included in our approach. Our **continuous** curriculum promotes life long learning to enable our pupils to develop as thinkers and responsible citizens.



E  
Engaging



P  
Purposeful



I  
Individual



C  
Continuous





# CURRICULUM IMPLEMENTATION

At St Michael's we teach English and Maths lessons daily. Our curriculum follows the National Curriculum in each subject and builds on learning in Early Years. The wider curriculum subjects are taught as blocked units. In these subjects, our pupils' starting point is carefully considered, sometimes in the form of a quiz or cold task. Building on what our pupils already know and can do, is the foundation to ensure we deliver a curriculum that is progressive with challenge built in for all learners.

To ensure clear, coherent strategic curriculum progression, we have set out our curriculum with each subject having:

- An Intent and Implementation statement
- Key coverage
- Skills progression map

All subject leaders have written an Intent and Implementation statement for their subject area. This process involved their own educational research, shared staff team and SLT discussions and training.

Each subject area has a coverage map, which identifies content. Within school we refer to 'KNITTED KNOWLEDGE' as the knowledge and information we want the children to learn in order to build on what they already know. 'Knitted' was collectively chosen by the staff as a reminder that the knowledge our pupils gain needs to be linked and intertwined with what they already know.

Each subject also has a skills progression map. This identifies the 'SUPER SKILLS' pupils should learn in each subject area as they progress and enables our delivery to consolidate past learning and challenge our learners to be the best they can be. Subject leaders create and share half termly knowledge, skills organisers with all staff for their subject.

BIG IDEAS are key threads/values that underpin our subject teaching and are specific for individual subjects. These are woven throughout our approach to subject based teaching to help pupils become responsible, reflective learners across the curriculum. Many focused units planned in our coverage across subjects, have been carefully selected to take into account our local surroundings. Pupils are actively encouraged to revisit skills and draw upon previous learning and knowledge as they move throughout St Michael's C of E School.





# CURRICULUM IMPACT

At St Michael's we have a 'Monitoring and Evaluating Toolkit' to ensure we are consistent in our approach to monitoring the impact of our curriculum delivery. Within this toolkit, there are various layers of monitoring and evaluating our curriculum delivery.

## *Pupil Voice*

We are committed to actively and proactively listening to our pupils' thoughts, feelings and opinions in order to review and improve the learning experiences within our school.

## *Staff Voice*

Staff are encouraged to take part in subject audits, questionnaires, coaching sessions and regular professional dialogue and meetings to share their ideas and evaluations. This leads to action plans taking place in order to adapt and improve our vision.

## *Learning Walks*

All subject leaders take part in planned learning walks to work alongside teachers to support the delivery of their subject. From these visits, future training, resourcing or adaptations to the curriculum can be identified and met. SLT also take part in learning walks to monitor the learning ethos and delivery. All such findings are fed into our SEF and SDP.

## *Book Look*

Book audits help to establish the quality and detail of the teaching and learning in specific subjects over time. These are sometimes done collectively as a staff or alone as a subject lead. Likewise the children are sometimes included in this process too, depending on the focus of the monitoring exercise. Formative and summative assessments are used to monitor pupil progress and to allow appropriate intervention at a class or individual level, where necessary.

## *Governor Challenge*

Governors/staff meetings are planned at regular intervals throughout the year to monitor specific subject areas and other aspects of the curriculum. Monitoring grids have been devised to support all governors in this process.

## *Parent Views*

Our parents are kept informed about our curriculum via regular school newsletters. The launch of the new curriculum newsletter aims to share specific details about teaching and learning within our school. Parents are sometimes asked to complete online questionnaires when we review aspects of our curriculum and their ideas and hopes for their child/children are also considered.

