



The Curriculum at St John's Church of England Primary School

Intent

Our School Values and Pupils' Personal Development

Our curriculum is built on strong teaching and learning principles, with every child encouraged to meet and achieve their own potential and promote a positive attitude to learning and enquiry. Our position as a Church School in a rural area, is reflected in the curriculum we deliver.

Our curriculum content allows pupils to explore without limits and there is a clear development of knowledge and skills.

Our curriculum is formed through the foundation of our school values which are threaded throughout each subject area.

Our core values we define as:

Values:

Empathy Aspiration Generosity Love Endurance

Empathy – Understanding others and working towards people living equally in harmony with themselves, with others and with God.

Aspiration – Believing in yourself, striving to improve, and always giving your best.

Generosity - Helping others where we can and using kind actions, words and manners all of the time.

Love – To follow in Jesus' footsteps loving ourselves, our neighbours and God's creation, but that it must be respectful, genuine and from the heart.

Endurance – Recognising that life and learning is sometimes difficult and that it is important to persevere.

Mission:

Rooted and Established in God's Love: Nurture, Grow, Fly (Ephesians 3:17)

Vision:

Our vision is to live and grow together as a loving church school family, who celebrate one another's individuality. Built upon our shared Christian values, St John's provides our children with excellent teaching of a bespoke and innovative curriculum, empowering them to flourish with the knowledge and skills for life. From our vision, we inspire our children to have uncompromising aspirations and to thrive and succeed.

Teachers give consideration to the development of our values in their curriculum planning. We aim to 'live' our school values consistently in our interactions with each other, in our meetings and worships, in the material we display and in the messages we send to parents and visitors. In this way the ethos of our school becomes part of our school curriculum. Identified British values of respect for democracy, the rule of law, individual liberty, mutual respect and tolerance are also given weight in planning and delivering the curriculum. We recognise that hidden bias or prejudice can sometimes influence people's actions and it is our aim for our curriculum to be unbiased and without prejudice.

The school curriculum comprises all learning experiences that our school plans for its pupils. We have designed a bespoke plan of learning that is tailored to our specific mixed age class structure, which allows for all children to be exposed to a broad and balanced curriculum led by the 2014 National Curriculum and the 2021 EYFS Framework. This curriculum, supplemented by other experiences and activities which are motivational and relevant to children in our local community, demonstrates our ambition for all children in school, regardless of academic need, prior attainment or social background. Children experience the school curriculum through activities taught during the school day, through extra-curricular activities and through the ethos which pervades the school.

We aim for our children to be happy, confident, inquisitive, productive citizens with the capacity to contribute to and benefit from the society in which they live. The curriculum is a means by which we can provide our children with the cultural capital they require to achieve those ends. In studying the curriculum our pupils will acquire valuable social skills and positive attitudes to learning essential for effective personal development. Our school population is made up of children of differing needs, backgrounds and prior attainment. Regardless of these factors we are highly ambitious for every child to reach their full potential and they are all expected to make at least good progress and to perform at age-related levels if possible. Those with high prior attainment are expected to broaden and deepen their understanding so that they can continue to excel.

Embedded within the curriculum are the development of skills for learning – our 5 R's: resilience, resourcefulness, responsibility, readiness and reflectiveness. Alongside these skills we also encourage the ability to question, communicate effectively, problem solve, be engaged and focussed and collaborate and respect the views of others.

Cultural capital - Through our curriculum, additional educational visits, visitors and experiences, we aim to provide our children with the skills, life experiences and knowledge they require to have an appreciation of human creativity and achievement throughout human history. With these insights our pupils will have the capacity to be happy, independent, confident individuals able to benefit from and contribute to their local communities and wider society.

Reading - By regularly sharing a range of books with our children we aim to foster and develop a love for reading. The effective teaching of reading is of paramount importance. Becoming efficient readers enables our children to achieve our other curricular aims much more easily. It is a skill for life. We give the highest priority to the improvement of children's reading and aim to provide interventions as required so that children develop this skill to the highest level possible for each and every child.

Implementation

We have a four year curriculum plan in EYFS, Key Stage 1 and Key Stage 2. This is organised with some subjects as standalone units and other subjects grouped in themed

topics. Our curriculum has been carefully built and the learning opportunities and assessment end points for each year group are crafted to ensure progression and repetition in terms of embedded key learning.

Each subject is delivered with a plan, teach, assess cycle guided by the schemes of work. Teachers plan from the detailed schemes of work and progression documents in each subject, building in repetition and revision of previous learning as well as differentiation for different abilities. In each subject, lessons are delivered that engage, inspire and provide children with the key knowledge and skills required. Lessons also provide opportunities for children to: ask questions, be challenged, be creative, record in different ways, and embed new and previous learning. Learning for each child is developed through detailed assessment against year group criteria. This enables teachers to identify any misconceptions which can be addressed through mini plenaries, teacher feedback, interventions and marking.

Within our curriculum plan there is some flexibility for teachers and the children to guide/amend the learning according to their interests, curiosities and current affairs. Resources used to support our curriculum provision are aimed to ensure our diverse society is represented appropriately and any bias or prejudice is avoided. We regularly share, display and discuss with the children the School values and the 5 R's (skills of learning). These are celebrated, rewarded and promoted during our daily Worship times and throughout the day.

Impact

At the end of their St John's Stonefold journey, we strive to ensure that children are prepared within the Christian faith for the wider world and the next stage in their school life. We aim to enable children to NURTURE (respect, care, be kind and considerate to others), GROW (reach their full potential, overcome difficulties and challenges) and FLY (be equipped with skills and knowledge to thrive).

With our curriculum plan it is our intention that the impact will lead to excellent outcomes by all of our pupils including disadvantaged pupils and those with SEND.

Our curriculum provision will lead to pupils who are:

- self-motivated,
- inquisitive and open-minded life-long learners,
- individuals who are able to think for themselves and adapt to an ever changing way of life,
- able to take ownership of their learning,
- developing the skills of questioning, self-assessment and peer review,
- independent,
- organised,
- proficient in the use of a range of devices and software,
- safe in their use of technology and the internet,
- respectful of others including those of different faiths and cultures,
- able to demonstrate the school values in everyday life.

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