

'Loving to Learn, Learning to Love'



Curriculum Statement

Last Approved: March 2020

Review Date: March 2021

Curriculum Statement

At St Marks CE Primary School, we offer a curriculum which is broad and balanced and which builds on the knowledge, understanding and skills of all children, whatever their starting points. The curriculum incorporates the statutory requirements of the new National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the necessary knowledge and skills to be successful, independent and motivated learners in readiness for their next stage of education. We want them to work hard and have high aspirations for their future.

We place a strong emphasis on the development of the knowledge and skills necessary to be confident independent learners and successful adults. Children begin to read in our Nursery class by following a phonics programme called '*Read Write Inc.*'. All children engage in a guided reading session at least twice weekly where they develop their reading and comprehension. In addition, all children take part in a daily English and Mathematics lesson. Religious Education is a core subject and is delivered in accordance with the guidance from the Lichfield Diocese.

National requirements for all foundation subjects are mapped out as a whole school and then individual year groups plan the curriculum for their pupils accordingly. All foundation subjects are taught through the 'Learning Challenge Curriculum' where history and geography are the main drivers and skills for all other foundation subjects are used as enhancers for the main topic. The curriculum is presented to the children as a main over-arching question with a related question posed each week.

The curriculum is underpinned by the school's Core Values of Respect, Responsibility, Equality, Spirituality, Perseverance, Enthusiasm, Commitment, and Trust) and these are taught throughout the curriculum, including worship. The spiritual, moral, social and cultural development of our pupils and their understanding of the core British values are woven through the curriculum. The more able are challenged further in their learning and children with special educational needs and those new to English are appropriately supported so that they make the expected progress. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils.

All subject leaders are given training and opportunities to develop their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. Themed weeks and whole school activities both within and outside school enrich and develop the children's learning. After school clubs and events extend these opportunities further. Additional whole school programmes and approaches support quality teaching and learning and the school is well resourced in terms of learning materials, books and technology. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils.

Pupils have opportunities to share their learning with each other, their parents, carers and other learners through class and whole school worship and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Each term we give parents/carers the opportunity to attend our Parent/Carer Consultation evenings where they can discuss their child's progress, achievements and targets. Parents/carers are also provided with a written report in the summer term.

The curriculum at St Marks CE Primary School aims to be:

Broad - Provides the children with a wide range of knowledge, skills and experiences

Balanced - Each subject has sufficient time to contribute effectively to learning

Relevant - Learning links to the pupil's experience and everyday life

Coherent - Topics are linked to make the learning experiences meaningful

Progressive - Skills, knowledge and understanding build upon prior learning

Differentiated - Learning matches the needs and abilities of all pupils

Accessible – Inclusive of all pupils regardless of their needs and abilities.

Additional information about the statutory and non-statutory requirements can be found in the National Curriculum document (<https://www.gov.uk/government/collections/national-curriculum>)