

St Paul's C.E



Primary School

Building each other up -
with God as our firm foundation

Curriculum Policy

Building children up to live life in all its
fullness



This document informs how teachers teach and how pupils learn so that every adult and child can be built up to live life to the full (John 10:10)

As a Church of England Primary School we base our understanding of teaching and learning on Biblical principles.

- We consider it a huge privilege and responsibility to be teachers; many of us would describe it as a vocation for which we feel God's calling and enabling. Therefore we are committed to serving the children, our colleagues, this school and this community whole-heartedly.

"We have different gifts, according to the grace given to each of us. If your gift is prophesying, then prophesy in accordance with your faith; if it is serving, then serve; if it is teaching, then teach;" Romans 12: 6-7

- We believe that every child is a precious and unique child of God, formed in His image. Therefore we want the best for every child in every way. We aim to understand each child as an individual. We seek to build on their strengths and weaknesses, providing the challenge and support that they require. We strive to provide the best education for them so that they can flourish in body, mind and soul. We are aware that we are laying foundations for the future:

"Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6



- We do not expect children to fit into 'boxes' but we want them to thrive as they discover their own unique talents. Therefore we offer an education that is broad and balanced. We desire that teaching and learning are inspirational and will therefore engender a love of learning for life.'

'Education is not the filling of a bucket; but the lighting of a fire.' W.B. Yeats

- We desire that our children grow in wisdom as well as knowledge, skills and understanding. Therefore we seize opportunities to discuss ethical issues and to consider the implications of their decisions for others.

"Where is the life that we have lost in living ?

Where is the wisdom that we have lost in knowledge?

Where is the knowledge that we have lost in information?" T.S. Eliot

- We want children to learn to love.

"If I have the gift of prophecy and can fathom all mysteries and all knowledge, and if I have a faith that can move mountains, but do not have love, I am nothing." 1 Corinthians 13:2

- We are not embarrassed by excellence. We want develop to be the best teachers that we can be in all subjects. Yet we appreciate our own God-given gifts and passions. Therefore we shall continue to employ a teaching team that can build each other up for the good of the children. Staff will be expected to lead and encourage within their own specialisms. They will be supported professionally to grow and give of their best.

"The heart of the discerning acquires knowledge, for the ears of the wise seek it out."

Proverbs 8:15

- We want children to develop spiritually so that they are able to revel in life's joys and have strength and perseverance when life is tough. Therefore spiritual development is at the heart of our curriculum

'Education is about forming people who have the moral strength and spiritual depth to hold to a course and weather ups and downs. It is about forming a people who know that economic competition is not more important than family life and love of neighbour, and that technical innovation is not more important than reverence for the beauty of our creation. It is about forming people who, however academically and technically skilful, are not reduced to inarticulate embarrassment by the great questions of life and death, meaning and truth. Church schools themselves embody the truth that a context of firm principles suffused by faith and love is the best and right basis for learning and growing.' Dr George Carey *'The Way Ahead'*

Our Curriculum

The curriculum at St Paul's has been designed with the intention to...

Deliver the core values, skills and understanding of the Early Years Foundation Stage and National Curriculum, which feature at the heart of all our learning whilst underpinned by our distinctive Christian school values ethos.

Our curriculum will develop an understanding of and draw on the social, historical and geographical character of both the rural and urban areas surrounding the area of Pendeford and celebrating the diversity and opportunity that those contrasting areas offer as well as the wider world.

Our aim is to develop the secure foundations for lifelong success; to acquire knowledge as well as the skills needed to use and apply their knowledge in modern day life. Children will be ready to take on the challenges of the next stage in their learning journey, able to concentrate, persevere, have imagination, be co-operative, have an enjoyment of discovery, demonstrate independence, achieve self-improvement and be curious.

We have high standards and expectations for all, fostering ambition to reach (and exceed) their potential academically, physically, spiritually and creatively, instilling resilience and determination to succeed and widen children's aspirations.

We aim for our children to have a sense of belonging and be proud to make a positive contribution to their school and the wider community. To have the confidence to stand up and be counted.

To become aware of their own and others spirituality.

To develop a character that prepares them for life within their community demonstrating faith, tolerance, respect and equality.

**I have come that they may have life, and live life to the full.
(John 10: 10)**



Curriculum Implementation

We take every opportunity to enrich the curriculum with an extensive range of enjoyable and exciting activities for the children.

Staff at St Paul's recognise that our curriculum comprises all learning and experiences planned for the pupils by the school; these experiences are planned to meet the aims of the school.

School Expectations

All stakeholders have high expectations of themselves and others.

Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.

We expect children to make sustained progress in lessons.

We expect teachers to support children in developing independence.

We expect teachers to systematically check understanding, intervening in a timely manner when needed.

We expect children to be challenged.

We expect teachers to regularly provide high quality feedback to children.

Effective Teaching

At St Paul's we work to promote an ethos of high aspiration and ambition; encouraging all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age related expectations, including those who have been identified as SEND. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on track and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain progress and these pupils are identified well.

Key elements:

1. Quality first teaching

QFT is fundamental to the success of our children and lays the foundation for future learning. Please refer to our Teaching & Learning Policy.

2. Target setting

Individual children's progress tracked;

Strengths and weaknesses identified supporting planning and intervention

Data collected on a regular basis and discussed with staff as part of pupil progress meetings

Children have regular opportunities to discuss their progress.

Teachers actively involve children in setting and reviewing their progress towards their targets;

Teaching, interventions and revision programmes are adjusted in the light of progress children make; Parents and carers are regularly updated on their child's progress;

Processes are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focussed assessment

Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
Formative, summative, standardised and best fit assessments used effectively;
Assessment for Learning (AfL) is evident across the school – learning objectives, success criteria, self and peer evaluation

4. Intervention

Individuals and groups who are not making sufficient progress are identified;
Provision for intervention is mapped according to need;
Plans and provisions are put into place;
Learners are enabled to demonstrate and develop 'deeper' understanding, knowledge and skill where appropriate;
Interventions are evaluated and relevant adjustments are made;
Leaders regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

Organisation of the classroom/learning environment adapted to the children's learning needs;
The use of learning resources and ICT developed to allow children to work independently and successfully;
Make effective use of other spaces – 'outdoor classroom', extensive grounds, Food Tech Room, club space, hall space, shared areas;
Displays are a mixture of celebration of children's work, supportive resources and information.

6. Curriculum organisation

The curriculum is designed to cater for the needs and interests of a full range of learners including:
More able
Learners with learning difficulties, including those with speech, language and communication needs
Learners who are learning English as an additional language
Boys and girls
Children who are in care.
Learners with social, emotional and behavioural difficulties.
Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

St Paul's offers a widening number of 'out of hours' activities and clubs which enhance and extend the basic curriculum; We ensure access for all;
Access to other services is provided or arranged, including health and social services, supporting children's wider needs
The school maintains close communication with parents and carers;
We develop and maintain multi agency links to support vulnerable children;

8. Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them. We offer ways for children to learn in different ways including:

investigation and problem solving; open ended tasks; reasoning; research and finding out, with independent access to a range of resources; group work, paired work and independent work; effective questioning; presentation and drama; use of ICT; visitors and educational visits; creative activities, designing and making; use of multimedia, visual or aural stimulus; participation in physical or athletic activity; homework; extra-curricular clubs and activities.

9. Trips and Visits

We seek to plan a series of trips throughout the year for each year group to support the broad and balanced curriculum or to provide personal development (Cultural Capital). Children in Years 2, 4 and 6 are offered residential experiences.

10 Workshops and Specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their curriculum learning or to a whole school theme. We invite specialists from a range of outside agencies. We offer peripatetic teaching from Wolverhampton Music School to children who would like to learn an instrument in Years 3-6 (currently Woodwind and Keyboards.) This provision is subsidised by school.

11 Themed Days

Classes hold a themed days launch some topics and engage and excite the children. We also have several themed days throughout the year designed to promote and celebrate specific areas of the curriculum incl. Science day, World Book Day, Number Day, Big Story Day. We also incorporate national days of significance such as eg Remembrance, Internet Safety Day, Fairtrade Fortnight and Black History Month as well as anniversaries and significant events (school's 40th anniversary celebration, Queen's Jubilee) and local/national elections.

12 The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning. Governors monitor practice in the following ways:

Reports and presentations received at Governors meetings, ie: Book Scrutiny, Subject Leader updates, Link Governor reports, school visits to observe classroom practice in role as Link Governor;

12 The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

Sending home a half termly curriculum newsletter and knowledge organisers

Holding regular Parent's Evenings and sending out interim reports

Inviting parents in to the school to share in their child's learning;

Inviting new parents into school for a special lunch.

Holding parent workshops where we explain assessment procedures and teaching and learning strategies;

Holding open afternoons and meet the staff evenings.

Close partnership between staff and the Church community

Impact

The impact of our curriculum will be measured by comparison with national data for statutory assessments as well as our own internal data and monitoring systems. In addition to this, impact will be judged with regard for how well our curriculum and school practice helps to develop children in well-rounded individuals who are resilient, ambitious, conscientious, motivated and able to flourish. Successful learners who are prepared for the next stage of their journey.

Comparison will be made with national data for

% of EYFS pupils achieving a 'Good level of development' (GLD)

% of children passing the Phonics Screening Test at the end of Year 1

And

End of KS1 and 2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths.



Further information and detail about the St Paul's curriculum, its progressive design and individual subject areas can be found on our Website – [Our Curriculum](#) and [Class Pages](#).

How does our curriculum reflect our Christian vision and distinctiveness?

| Aspects of Spirituality | Evident in our School / Curriculum | School Improvement |
|---|---|--|
| A sense of the mystery of life: | Children's questioning Worship Times Visits Unanswerable questions are okay – we can ponder/ reflect/ philosophise Staff wondering with pupils | Planning for and finding the sense of mystery in all subjects Instinctive and intuitive teaching 'Goodness and Mercy' RSHE Sacred spaces |
| A sense of the human capacity for choice, decision making and personal responsibility: | Child-initiated activities Behaviour Policy / Promise Reading buddies Peer supporters School Councillors Pupil voice Choice of how, where and when to pray – Barnabas Room, worship spaces, collective worship | Outdoors worship spaces. More choice in lessons eg recording (written/ graphic/ artistic) Community links/ choosing to support those who have needs Increasing roles of responsibility for pupils Curriculum-themed days Improved subject knowledge |
| A sense of awe and wonder: | Visits / new experiences Curriculum-themed days Small things and big things Seizing 'wow' moments with individuals and classes Wild Tribes | Even more instinctive and intuitive teaching/ seize the moment Sacred spaces |
| A sense of transcendence and an awareness of there being something more to life than meets the eye: | Worship RE work Broad and balanced curriculum eg Science Values / displays Stories Relationships / power of love, faith, hope, death ... Art work | Visits to different places of worship Inspirational/ interactive displays that ask questions Exploring symbols Understanding of the Trinity |
| A reflective attitude to the natural world: | Science week Residential / day trips/ experiences – appreciating landscapes and variety – through art, litter-picking, green/eco issues/ Fairtrade/ school council / recycling Sketching Creativity/ Creation stories | Pond / gardening areas Eco-group development Further development of our school grounds Wild Tribes Extend EYFS outdoor area |

| Aspects of Spirituality | Evident in our School | School Improvement |
|---|---|---|
| A sense of pattern, sequence and order: | Promise Worship times – daily Family Services Circle Time Life cycles Maths patterns Art Progression of curriculum | Provision of play equipment and activities outside Improved attendance/ punctuality Well managed classrooms, shared areas/ resources |
| A spirit of enquiry and open mindedness: | Faith and Belief Form Inference through reading Community links Lighthouse Keepers Christmas Dinner with community friends – giving back | Improve teacher questioning has developed children's enquiry |
| A sense of life's joys and achievements: | Celebration worship Birthdays Displays Headteacher / Values awards End of term awards Twitter Text messages home House points | Classroom ethos Relationships adults - pupils Improved playtime/ lunchtimes – more joyful/ harmonious Staff social times |
| An awareness of disappointment and failure, suffering and pain, decay and loss: | Support for individual children at point of need – Pastoral support, counselling, Talking & Drawing therapy, Lego Therapy, Circle of Friends, Self-Esteem work, Well-being Warriors Dementia-friendly school RE and Worship eg teachings and life of Jesus Science/ nature – cycles of renewal and decay Christian values encouraging empathy and compassion Not brushing difficult situations under the carpet – discuss – contribution to good mental health Remembrance Charitable giving and courageous advocacy | Support for parents Seize opportunities in class Opportunities to task safe risks High level of challenge for our most able pupils Supportive staff – in relationships with each other/ pupils/ parents |

| Aspects of Spirituality | Evident in our School | School Improvement |
|---|--|---|
| A sense of others as feeling, thinking persons: | Christian Values / Our Promise Restorative approach to broken relationships Peer Supporters Reflection / Consequences Worship Celebration / Encouragement/ Honesty/ Forgiveness Communication (challenges of Covid-19) Children's Mental Health Week Dress to Express Kindness Day Stories | Community events Working with children who struggle to empathise with others/ recognise that they have done wrong/ be able to feel regret, genuinely |
| An increasing ability to empathise with others: | RE/ Worship Dementia-friendly school Drama English character work Christian values Cross-curricular work Partner work – answer as your partner | Embed Restorative Behaviour approach More informal drama eg in English/ RE More diverse reading opportunities Questions eg 'What would someone who thinks the opposite of you say/ think/ do ?' 'School of Sanctuary' application |

