



St Martin's School Curriculum Policy

Introduction

At St. Martin's school, we use the Statutory Framework for the Early Years Foundation Stage, which applies to pupils from our Rising Threes to Reception class. Our Early Years Curriculum is also informed by Development Matters. In Key Stages 1 and 2, we use the National Curriculum. These documents lay out the range of subjects we must teach and set the standards pupils are expected to reach at the end of each stage of learning. Our School Curriculum incorporates these national documents and goes beyond them; it has been designed thematically to incorporate a range of subjects in which our pupils' race, gender and religion as well as our local area have been considered.

Aims

- To provide a broad and balanced education for all pupils which is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- To support pupils' spiritual, moral, social and cultural development.
- To support pupils' physical development and responsibility for their own health, and enable them to be active.
- To promote a positive attitude towards learning.
- To ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- To have a high academic/vocational/technical ambition for all pupils
- To equip pupils with the knowledge and cultural capital they need to succeed in life.
- To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

These curriculum aims are underpinned by our values:

Selfless, Team Players, Multicultural, Achiever, Respectful, Thoughtful, Independent, Nurturing, Spiritual.

Our school values independent work as well as effective teamwork, so our curriculum provides plenty of opportunities for independent and collaborative working.

Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

Design

At St Martin's School, in EYFS, KS1 and KS2, our curriculum is thematically-based and is all planned on a yearly cycle with an emphasis placed on 'wow' experiences, cross-curricular links and learning supported by quality texts and other experiences, including carefully chosen trips and visitors to school. This cross-curricular approach engages and hooks pupils into a theme for learning, teaches the theme across a range of disciplines, gives the pupils the opportunity to apply their knowledge and challenge their understanding before expressing their learning in a variety of ways to a variety of audiences. We have a strong and clear learning sequence across school which ensures the progression in each subject, enabling powerful learning as children build on and link to previous learning. Their learning will interweave, build seamlessly each year and develop depth.

We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. In Nursery and Reception, we use the Statutory Framework for EYFS. In KS1 and 2, we teach all subjects from the programmes of study outlined in the statutory 2014 National Curriculum. Our pupil's education and experiences of the school's curriculum results from effective implementation of appropriate plans and programmes of activities with the aim of all children being able to learn and make progress in the following areas: communication and language, personal social and emotional development, physical development, literacy, mathematics, understanding of the world, expressive arts and design including Music.

Our core subjects of Maths and English are taught through an accelerated learning programme that ensures pupils have covered the full national curriculum and necessary 11+ skills by the end of Form 5 in order to be fully prepared for entry examinations in the September of Form 6. Our foundation subjects ensure a broad and balanced curriculum to ensure a deep understanding of the world whilst reflecting the desire to instil the value of community and positive human relationships in our children.

We strive to make our children passionate for learning; we ensure that their learning is planned to be fun, meaningful and relevant. Every child is valued as an individual and we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. The curriculum at St Martin's is designed to put the child at the centre of their lessons. We aim to give choice as to what children wish to learn within their lessons. They ask their own questions and develop lines of enquiry that they wish to follow; this is evident across the curriculum.

Design continued

We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We actively promote development of pupils' self-knowledge, self-esteem and self-confidence. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

We believe that high-quality teaching, pitched with an appropriate level of challenge and delivered through interesting techniques keeps the children engaged and should eliminate the vast majority of poor behaviour choices made due to the work being inaccessible or too easy. Our growth mindset approach and school values encourage children to have strong, positive learning attitudes.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We encourage mutual trust and respect for other people, particularly those with protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation).

Our curriculum is enhanced and enriched by a range of offsite learning opportunities and the visiting experts who are invited into our school. Pupils experience visits and talks from members of the church community, Police Officers, Fire Fighters, Paramedics, Animal Experts, Authors and Theatre Companies amongst others. There are opportunities throughout the school year to participate in offsite visits such as: visiting the theatre, park, zoos, local swimming pools and sports halls, museums, castles, art galleries, beaches and farms. Our pupils also enjoy residential visits with the aim of teaching the children independence, respect and to be good team players.

Organisation and Planning

The structure and organisation of our curriculum links explicitly to pupils' spiritual, moral, social and cultural (SMSC) development. The focus for teaching and planning is as follows:

We first aim to engage the children in their topic by:

- hooking learners in with a memorable experience;
- setting the scene and providing the context;
- asking questions to provoke thought and interest which then informs planning;
- using interesting starting points to spark children's curiosity (WOW days).

We then develop and innovate the children's knowledge and skills by:

- teaching knowledge to provide depth of understanding;
- demonstrating new skills and allowing time for consolidation;
- providing creative opportunities for making and doing;
- delivering reading, writing as well as providing speaking and listening opportunities across the curriculum;
- providing imaginative scenarios for creative thinking;
- enabling and assessing the application of previously learned skills;
- encouraging enterprise and independent thinking;
- working in groups and independently to solve problems.

With our students at the centre of our planned learning, we provide opportunities for them to express themselves by:

- encouraging reflective talk by asking questions;
- providing opportunities for shared evaluation;
- celebrating success of themselves and others;
- identifying next steps for learning.

Each half-term theme begins with a memorable experience (WOW day) that stimulates children's curiosity and prepares them for a new topic. These WOW days will often involve an educational visit out of school or a visitor coming into school to share their expertise with the children as well as planned activities in school that are all linked to this theme.

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Curriculum maps showing the coverage and structure for each year group can be found on the class pages of the school website.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Subject Coverage

Below is a summary of how each subject is taught. Please refer to the [Teaching and Learning Policy](#) and individual subject policies if you want to know more about our approach to ensuring all pupils have the chance to reach their potential in all subject areas. Please also refer to the curriculum overviews on class pages for the details of what the pupils will be learning in each term.

English

English is a core subject and is at the heart of our curriculum. Each year, a range of reading and writing genres are covered and learning is linked to a key text or texts chosen for each theme. Spoken language is promoted throughout the curriculum and across all subjects and is individually mapped to ensure progression. Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities.

Mathematics

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work. Mathematics is based on fluency of core operations and conceptual understanding and extends pupils mathematical reasoning and problem solving. The subject includes Number, Measure, Geometry, Statistics, Ratio and Proportion and Algebra.

Computing

The core skills of computing are taught as a discrete programme across school, both in Computing and Digital Literacy lessons. However, other elements of the computing curriculum are integrated into the curriculum too. These include E-safety, digital publication and presentation, research, data handling and the use of digital media.

Science

Science is fully covered throughout the curriculum. Some half-termly themes have a very specific science focus. We provide opportunities for children to plan and design their own investigations within the working scientifically strands. They are given opportunities to develop their scientific writing: Aim, Hypothesis/Prediction, Equipment, Method, Results, Conclusion, Evaluation. Through this, topic-specific vocabulary lists are provided too.

Foundation subjects

The foundation subjects - History, Geography, Art, and Design and Technology including Woodwork, Metalwork, Textiles and Kid's Kitchen - are integrated into each theme and provide enrichment across the curriculum. Children are encouraged to formulate their own questions to inform a teacher's planning which follows the subject specific processes and include their own ideas and interests within their learning.

Music

A music specialist teaches each class music during class teacher's PPA time. This ensures that all children are provided with high quality music opportunities including Musical theory, analysis, reading music, playing an instrument, composition and performance.

Physical Education

P.E. is taught discretely and where relevant, it is linked in to the theme. Pupils learn games, gymnastics, athletics and dance across the year. Upper School also learn Swimming and the outdoor and adventurous activity element of the curriculum is covered through residential experiences.

Religious Education

R.E. is a statutory part of the curriculum and follows the locally-agreed syllabus and NATRE guidance. We learn about all 6 major religions as well as world views such as humanism and children are encouraged to consider their own religion or world view to draw similarities and differences.

Languages (French and Latin)

Children are taught to understand and respond to spoken and written language from a variety of authentic sources; to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; to write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; and to discover and develop an appreciation of a range of authentic writing in the language studied.

PSHE (Personal Health Social and Economic) including RSHE (Relationships, Sex and Health Education)

PSHE and RSHE are important aspects of our curriculum and are both taught discretely to promote SMSC (Spiritual, Moral, Social and Cultural) and instil a strong sense of self-confidence and esteem in our children. PSHE plays a valuable and essential part in the development of the whole child. PSHE provides opportunities for pupils to explore personal issues and to confront sensitive issues such as bullying, racism and sexism. All elements of our RSHE programme are delivered in an age-appropriate and sensitive manner. RSHE is delivered predominantly by teachers in mixed-gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead. With this teaching, the children are taught about the importance of protected characteristics (as mentioned in Design).

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the school.

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum and that progression is planned into lessons.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (House Captains, Sports Captains, Digital Leaders, Playground Leaders, School Councillors, Librarians etc.). These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the learning behaviours which we place so much importance on our children acquiring during their time at St Martin's. By giving our children these opportunities, we are equipping them with life skills and ambition in order to pursue and achieve possibilities.

Monitoring and Review

Our Governing Body's committee is responsible for monitoring the way school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

Subject leaders and the Senior Leadership Team monitor the quality of teaching and learning throughout the school. They examine long-term and medium term planning and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and managed.

Written by: Dan Guyster
Date: 10th March 2024

Ratified by: Governors
Review date: May 2025