



# St. Peter's CE Primary School

## Curriculum Intention Statement



### School context

At St. Peter's, there are higher than average proportions of deprivation, children who speak English as an additional language and children with Special Educational Needs.

One of the key issues on-entry to the school is underdeveloped spoken language skills. Many children have a limited experience of the wider world and a lack of exposure to high quality literature.

### Key principles

The key principles of our curriculum are designed to compensate for the main barriers to success presented by our school context.

We define learning as *a change in long-term memory*.

The content of our curriculum is based on the national curriculum programmes of study. Pupils experience a wide breadth of study and increase their factual knowledge as they move through the school. Planning is sequenced logically so that content enables progression and smooth transition from Early Years all the way through to Key Stage 3.

The curriculum is inclusive so that all learners access the knowledge and build the cultural capital they need to succeed in life.

In each subject, children build their factual knowledge while focussing on the purpose and aims of study from the national curriculum. By returning to key concepts over and over (such as chronology, investigating and interpreting evidence in History) they gradually build their understanding of them.

We prioritise:

- Reading
  - reading widely and often for pleasure
  - independent reading within the correct 'Zone of Proximal Development' (Accelerated Reader programme)
  - vocabulary acquisition
  - high quality, challenging works of children's literature
  - the right support for lower attaining children
- A breadth of study that includes all subjects in the national curriculum.
- A breadth of study that includes PSHE, RE, British values and the key school values of 'Hope, Honesty and Compassion'.
- Cultural experiences through a stimulating programme of educational visits and visitors to increase children's first-hand experiences.

We aim to implement the curriculum in a way that does not create unnecessary workload for staff.

## Progression model: Basic, Advancing and Greater Depth

### Basic

The first step in our progression model is for children to acquire basic knowledge as a foundation for more in-depth knowledge and thinking. This is known as the 'Basic' stage on our progression model.

### Advancing

The background knowledge forms the basis for the second stage of progression, where connections are made and knowledge is applied. Our aim is for children to display mastery of the 2<sup>nd</sup> stage of our progression model, known as the 'Advancing' stage.

### Greater Depth

The 3<sup>rd</sup> and final stage of progression is where a child has not only acquired a large body of knowledge, but where the child can demonstrate a thorough understanding of the connections between this knowledge. The knowledge needs to be acquired from a whole key stage of content in order to make a definitive judgement, though provisional judgements can be made earlier. We call this 'Greater Depth'.

## Implementation

The following principles are key to the implementation of our curriculum in order for learning to be maximised:

**Retrieval practice:** there are regular opportunities for children to recall what they have already been taught, for instance by discussing previous topics, by re-visiting vocabulary, or by revising phonic knowledge. Research has shown that this helps children to commit knowledge to long-term memory.

**Easing cognitive load:** children are taught in small steps so they are not overwhelmed by new learning. For instance, in Maths, children should be fluent in calculations they are applying to new contexts.

**The 'Scaffolding framework':** when new learning is introduced, teachers usually model/explain the new material. Otherwise, the 'scaffolding framework' is used to promote pupil independence:



Blocking: some subjects (English and Maths) are taught daily; other subjects are taught weekly on alternate terms (History and Geography) and other subjects are taught for a short period over consecutive days (Swimming is every afternoon over a 2 week block; Art and DT are taught every day over a 1 week block).

### **Summative assessment**

The goal is for pupils to demonstrate mastery at the 'Advancing' stage of understanding and for the most able to have a 'Greater depth' of understanding. Assessment is based on the principle that learning is a change in long-term memory.

Teachers check how well children are acquiring knowledge and how well they are applying that knowledge through individual topics. However, teachers also emphasise how well children remember knowledge they learned prior to the current topic, such as the previous topic, or the previous year.

Similarly, when monitoring their subjects, for instance through pupil interviews, subject leaders are interested in children's long-term recall of factual knowledge and how well they can apply that knowledge based on the principles on the 2<sup>nd</sup> and 3<sup>rd</sup> stages of our progression model. Lesson observations focus on assessing whether lesson content is focussed on the progression model at the correct stage for the correct time and for the correct pupils, so that our pupils are likely to achieve the intentions set out in our curriculum design.

We have developed the following timescale for summative assessment:

<b>Subject</b>	<b>Timescale</b>
English, Maths and Science	End of Key Stage 2 End of each academic year (provisional judgement) End of Key Stage 1
All other subjects	End of Key Stage 1 End of Year 4 (provisional judgement) End of Key Stage 2

There are additional assessments that are carried out on a shorter-term basis, which are used to identify children who may require intervention to prevent them from falling behind. The assessments are low-stakes and used only by school staff.

*For any further information on our curriculum please contact the office who will be happy to pass you on to the relevant member of staff.*