

CURRICULUM POLICY

FOR

ST. ANDREW'S COF E PRIMARY SCHOOL / FEERING COFE
PRIMARY SCHOOL (ASAT)



Our Mission Statement

'St. Andrew's/ Feering School aims high, promoting a love of life and learning in all. We take care of each other, working in partnership with families, the Church and the wider community.'

Introduction

Our Trust Curriculum aims to engage and excite all children. We strive for lessons to be sparky, exciting and challenging, whilst promoting a love of learning and life in our children. **Our Learning for Life Behaviours** promote lifelong skills, both socially and those related to achievement:

Work Hard and Concentrating

Improve

Don't Give Up

Respect Yourself and Others

Try New Things

Imagine

Aims

Through the curriculum, children will be encouraged to develop:

- Appreciation of possibilities surrounding the arts, technology and outdoor learning
- Recognition of learning behaviours, aspirations and achievement by celebrating their own success and the success of others
- Lively and enquiring minds through questioning, investigating and making rational decisions
- Interests and skills, including physical skills, which will enable them to access life chances and enjoy and make the best use of their time both in and out of school
- Effective communication skills
- Knowledge and understanding of the world in which they live
- Personal, spiritual and moral values and respect for others, their beliefs and the environment
- Recognition of the contribution of science, maths and technology to their quality of life
- An understanding of how to study independently and collaboratively and see learning as an enjoyable and purposeful activity which continues throughout life
- High standards of personal achievement and to value excellence in all things
- An ability to make links across the curriculum and transfer knowledge and skills effectively

Practice at All Saints Academy Trust

All children follow the statutory requirements of the EYFS Curriculum in the Foundation Stage. Cross-curricular opportunities are given wherever possible to enhance children's knowledge and understanding. The basis for our curriculum design are the **National Curriculum** requirements; these form a starting point from which to create a curriculum that meets the needs of our children. We invest in other commercial schemes where we have assessed them to be of benefit to progress and achievement (e.g. the phonics programme of Read Write Inc). Teachers monitor and assess children's achievement and progress. This is overseen by the SLT.

Creativity is high on the school's agenda as a way of making learning meaningful to all our pupils. Thematic designs are driven by a focus on either science, history or geography. Half termly foci (although time coverage occasionally varies) ensures a fresh stimulus and focus frequently, providing interest and motivation and varied opportunities for immersion. St Andrew's recognises the central role of parents in their child's education. Planned termly **Learning Together sessions** are designed each term for parents/carers to work with their children in class on a joint project. Every month parents are invited in to see their children's work.

As a Church school we follow the Diocesan recommended schemes of work for RE. Children regularly visit the Church to participate in services to celebrate or mark a Christian event. The Church Community visit school to lead worship when they can, to further develop children's social, moral, spiritual and cultural education. The work

they do is largely linked to Christian beliefs and follows the Values Collective Worship of the school.

We believe that the children in our school have a lot to learn from each other, Community Cohesion and British Values have helped us design both the Diversity Project and the Living Well Together Curriculum (LWT). We set a heavy emphasis on communication and oracy across the school. This starts early with a 1 to 10 adult to child ratio commitment in EYFS.

We are conscious, as a Trust, that our children do not experience the multi-cultural Britain seen elsewhere in our country and have worked hard to support our children in knowing more about life in modern Britain through both the Diversity Project and LWT.

Please view this policy in conjunction with our Pedagogy Statements.

Enrichment Possibilities and Cultural Capital – Memorable Moments

We aim to create a memorable primary experience for our children. Our school seeks every opportunity to broaden and enhance the children's learning experience through enrichment possibilities. We use trips and visitors to enhance themes and plan immersion experiences to enhance our provision. For example our D&T curriculum is largely delivered through an immersion event in the autumn term. We also have a bi-annual programme which includes an Enterprise based event and Take One Picture art immersion event resulting in a gallery creation in our school hall. We also have termly productions, ensuring that children have the opportunity to perform in a play every year.

We have a Forest Schools provision on a site based at The Ramsey Academy, and we offer regular sessions for EYFS and curriculum-based sessions for other year groups (further information can be found on our Forest Schools page). This is a great way to support our oracy curriculum as children's natural curiosity and the ability to work in small groups, heavily supported by adults promotes conversation. We include a residential trip to PGL at Caythorpe Court for our September for our Y6.

All Year 4 children have the opportunity to learn to play a tuned instrument. **An Artist in Residence** visits biannually to develop and inspire children's artistic talents.

Extra curricular clubs

The school also has a well organised set of lunchtime and after school clubs. These are run by staff and some outside agencies and we try to ensure access for all. Children have the opportunity to attend a wide variety of activities with children from other classes and other year groups.

We feel that children learn best when they have the opportunity to study in depth and apply the skills they have learnt in different subjects. We aim to make these weeks exciting and motivating by providing opportunities for all children including those with SEN and the gifted or talented to have greater time to put their learning into a meaningful context. During these weeks the school places great emphasis on using the wider community as well as professional and specialist help.

Equality and Inclusion statement

We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.

As an educationally inclusive school the teaching and learning achievements, attitudes and well-being of all our children matters. We take account of all pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background.

(Taking account of the Equality Act 2010)

Personal Social Health Education and Citizenship

The school includes Citizenship in its wider curriculum by preparing the pupils to take an active role as citizens and develop a sense of belonging to various groups and communities. This is part of the PSHE curriculum.

The Trustees, with the support of our Parent Consultation Groups at each Trust school have an agreed policy for sex and relationships education, details of which can be found on our website.