

St Berteline's Church of England Primary School

CURRICULUM STATEMENT

Curriculum Intent

It is important to remember that the curriculum is the totality of what is experienced by the child at school. It is not solely the National Curriculum nor is it all that the teacher intends. It includes all the events and contacts of daily life in school and is influenced by the attitudes and behaviour of all those people who play any part in school life. Therefore, what is unintended is as vitally important as that which is planned by the teacher.

At St Berteline's it is our intention to encourage a commitment to the child because life at school is just as much about enabling pupils to enjoy their present life as equipping them for their future life. The Curriculum is a means of making this a reality.

St Berteline's curriculum is very broad and balanced taking into account our school's unique characteristics. It is designed so that it is not overly prescriptive, allowing the required coverage but with the flexibility for teachers to share their individual strengths, capabilities, passions and interests. Many subject areas are taught theoretically (in a cross curricular way) with discrete skill and knowledge progression being highlighted. The creative and performing arts as well as our well-planned residential experiences are distinctive drivers in the curriculum on offer at St Bertelines; thus cultural capital is woven into our intended curriculum.

Christian values underpin all that we do at our school; behaviour and expectations are built on the understanding that we do our very best at all times using the talents with which we have been blessed. Physical and mental wellbeing are prioritised within our curriculum allowing children opportunities to grow spiritually, morally, socially and with a good understanding of their own and other

faiths. One of our key aims is to build children's aspirations and demonstrate the possibilities for their future lives.

Curriculum Implementation

We believe our school should be a place of inspiration, intellectual and cultural adventure. A place where there are trusting relationships between adults and children. The children will be given a wide variety of direct experiences and challenges and the quality of teaching will enable them to develop appropriate knowledge and skills. We will endeavour to teach the children about their contribution to the quality of life in our local community as well as further afield.

Our teachers have a professional responsibility to learn as much about the child as possible and to provide for their needs in a flexible way. The teachers use a wide variety of methods and styles including kinaesthetic learning and aims to create a climate of trust where all children are valued. Consequently, the insight gained enables them to respond to the individual learning needs of all the children including those with special educational needs.

Our carefully crafted curriculum balances the requirements of the National Curriculum and an all-encompassing range of first hand experiences allowing our children to flourish and build knowledge and skills. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs thus being inclusive and offering equality of opportunity. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. The curriculum has high expectations to combine transferable skills, demonstrate a breadth of vocabulary and sequentially build on prior knowledge whilst at the same time developing strong coherent cross curricular links. Inviting classroom environments stimulate and engage quality thinking and reasoning. Explicit daily, weekly and medium term planning is responsive to children's needs; incorporating holistic approaches to teaching and learning. Peer coaching supports all staff to further develop curriculum pedagogy. Our detailed marking policy is implemented consistently across the school and children are given opportunities to think deeply and carefully about the feedback they receive thus reflecting on their learning.

Curriculum Impact

We use rigorous triangulated monitoring throughout the year to gauge the impact of the taught curriculum. Alongside senior leadership, middle leadership and core subject leadership, carefully chosen curriculum groups will monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas for development. Our staff are encouraged to be ambitious for the children and to have high expectations. Our school team strengthens our ethos and vision and we work together regularly to reflect upon our curriculum and share outcomes thus driving forward the next steps. We don't confuse coverage with progress. Assessment of learning is measured through careful analysis of the application of skills across the curriculum; the acquisition of knowledge as well as evidence of individual conceptual understanding. Class teachers and curriculum groups conduct performance analysis linked to this triangulated monitoring; measuring performance against individual and school targets which are reviewed regularly.

Governors are intrinsically involved in monitoring the impact of our curriculum being informed by external data, internal data but most importantly through their active involvement in school and working with our children.

As a diverse and multi-cultural school community, we believe our children are all unique with different talents, skills and qualities. As such, they have the right to succeed, the right to recognise their own uniqueness and the right to develop who they are in a Christian environment. Our school ethos is firmly rooted in our Christian values with a love of learning being the foundation of everything we do, so that we really do develop 'A love of life, a love of learning'.

The Early Years Foundation Stage Curriculum

Introduction

We use the government's curriculum for the Early Years Foundation Stage.

The Learning and Development Requirements consist of:

- The seven areas of learning and development and the educational programme which set out what will be covered in each age group;

- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of their Reception Year
- The assessment requirements (when and how practitioners must assess children's achievements) and when and how they should be discussed with parents and/or carers.

The Seven Areas of Learning

The seven areas of learning are divided into the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language. The specific areas of learning are Literacy, Maths, Understanding the World and Expressive Arts and Design. The characteristics of effective learning are playing and exploring, active learning and creating and thinking critically and these elements support children's learning across all seven areas.

Guiding Principles

There are four principles which shape our practice and these are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and/or carers
- Children develop and learn in different ways and at different rates.

This framework covers the education and care of all our children within our Foundation Setting, including children with special educational needs and disabilities.

Key Stages One and Two

Introduction

At Key Stages one and two the pupils follow a school curriculum which is rich, broad and balanced and fully meets the statutory requirements of the National

Curriculum for England and Wales. The curriculum is planned thematically and each curriculum area makes a contribution to the child's education through the acquisition of knowledge, the exploration of ideas as well as the practice of the skills and language associated with the particular subject. The work the teachers plan is logical, sequential and rooted in worthwhile experiences matched to stages of development; always relevant in content, interest and scope.

The National Curriculum

The National Curriculum sets out the most important knowledge, skills and understanding that every child has a right to learn. It is a framework given to teachers by the government so that all children are taught in a way that is balanced, manageable and suitably challenging. It provides standards that measure how children are progressing in each subject and enables teachers to set challenging but achievable targets.

In Key Stages One and Two each year group has curriculum guidelines which set out in detail the content for each subject based on the current National Curriculum. The subjects include English, Mathematics, Science, Computing, Art and Design, Physical Education, Design and Technology, Music, History and Geography. In addition, we have a programme devised to deliver Sex and Relationships Education, Environmental Education and PHSE. In addition the Key Stage Two children study French as a modern foreign language.

English

In English, children are taught speaking and listening, reading and writing skills. We use a range of methods and materials for teaching reading including synthetic phonics along with other strategies. We use the Letters and Sounds programme and other material to support the teaching of phonics in Key Stage One. Initially, we use Oxford Reading Tree as our core reading scheme along with many other quality reading resources.

Religious Education

As an Aided Church of England Primary School we are able to choose which syllabus to follow. After discussion with Governors we decided to create our own Scheme of Work taking into consideration The Chester Diocesan Guidelines.

MFL/French

All children in Key Stage Two study French as a modern foreign language. We are fortunate in that we have a native French speaker who teaches our children.

Visits and Extra-Curricular Activities

In addition to the National Curriculum, the school provides access to a wide range of experiences and visits, including residential visits and extra-curricular activities.

Our children benefit from five varied residential visits throughout their time at St Bert's. In Key Stage One, the children sleep over (along with their teddy bear) at the Tattenhall Centre. This visit focuses on the child's growing independence and confidence, whilst also acting as an opportunity to attend dance and art workshops. In Year 3, the children progress to spending two nights away from home. In the heart of Delamere Forest, they are able to take part in orienteering, woodland walks, games and other activities designed to progress their academic learning and social skills. Our Year 4 children will spend their residential experience at Beeston or Burwardsley Education Centre. With the Cheshire countryside on their doorstep, they are encouraged to explore the surrounding area, visit Beeston Castle and maybe even have the chance to hold a bird of prey at Peckforton Castle, or make a candle at the local candle factory. As the children come to the end of Year 5, they visit the Menai Centre on Anglesey. This experience is an outward bound adventure involving zip wiring, sailing, raft building, rock climbing, abseiling, canoeing as well as the usual visits to Beaumaris Castle, Plas Newydd and Llandudno.

Just before leaving St Bert's for pastures new, our Year 6 children enjoy a visit to the capital city. Children and staff leave school early in the morning to arrive in London where we have the chance to explore the many sights before going out to eat together. We then set off to the bright lights of Theatre land where we spend the next few hours watching one of the many shows on offer.

Hopefully the children leave our school with many happy memories of the varied experiences they have taken part in as well as the confidence and independence to go on to the next stage of their learning.

Additional Needs

Where children have a special need or a disability, we make provision for them, so that all children are able to flourish (please refer to our Special Educational Needs Policy and SEND Information Report).

Attitudes to Learning

We encourage all children to have positive attitudes towards learning and to ultimately become independent learners. They are given opportunities to develop their inter-personal skills by working and co-operating with others. Through teaching and learning, along with our Christian school ethos we build children's self-esteem and self-confidence. We very much see our role as giving children the skills they need for life and for learning.

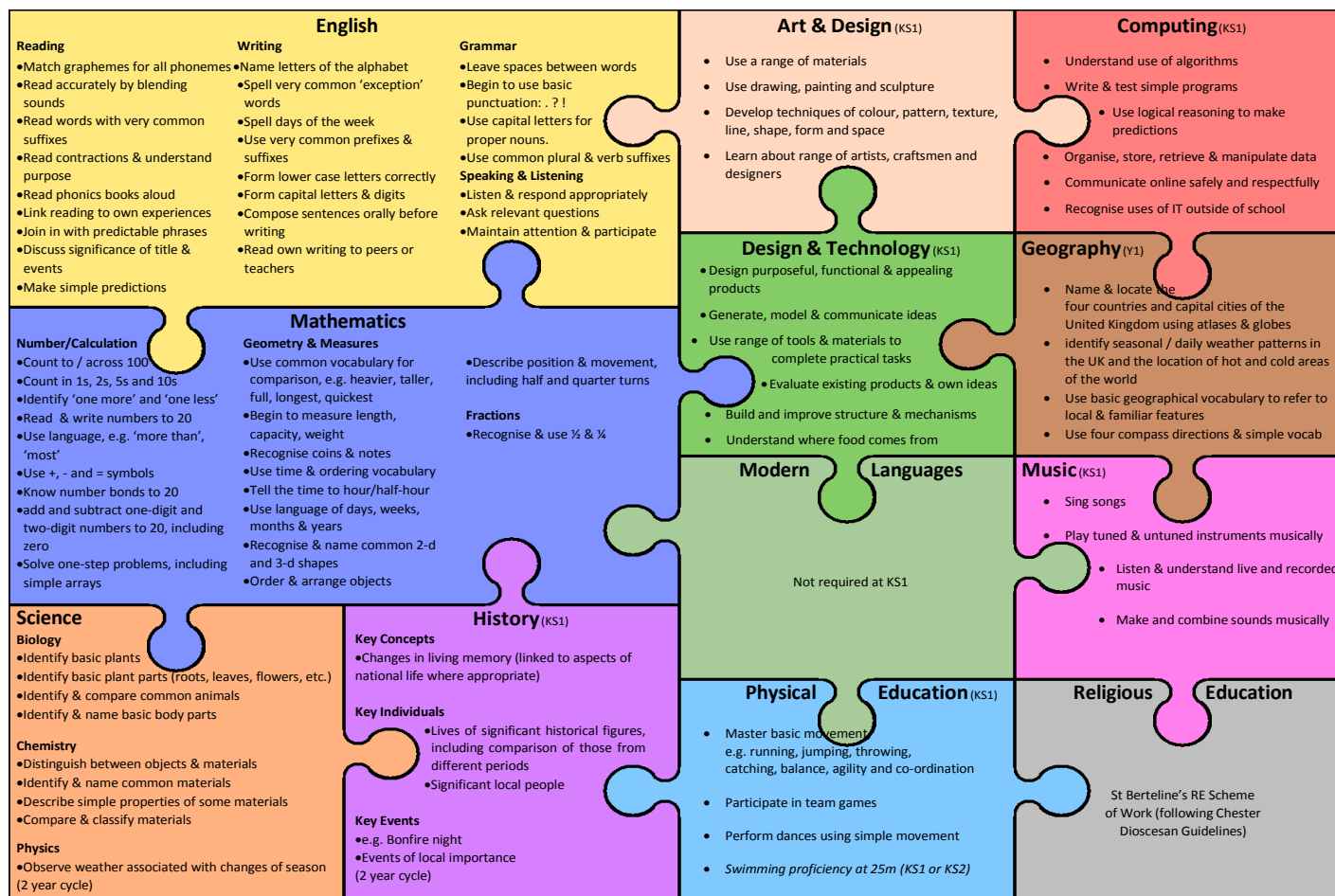
National Curriculum

The National Curriculum was last reviewed in September 2014 and the government put in place a curriculum which is implemented at St Berteline's.

Detailed below is a curriculum map showing the coverage for each year group. If parents or carers would like more details about a particular curriculum area, they are welcome to visit the school where the Headteacher, Mrs Julie Barron, will be pleased to talk to them about the relevant syllabus and scheme of work which their child is following.

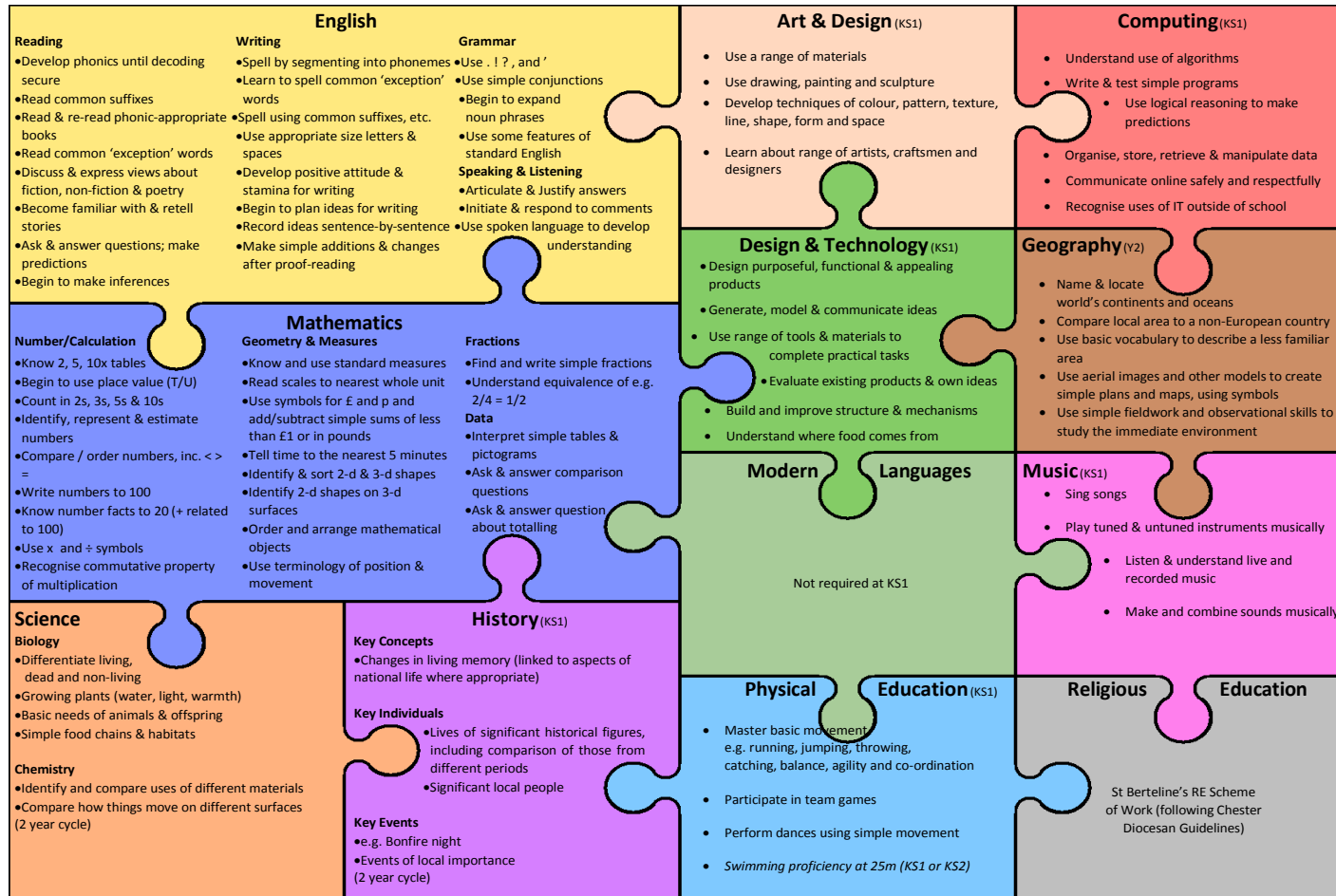
CURRICULUM MAP

Curriculum Overview for Year 1



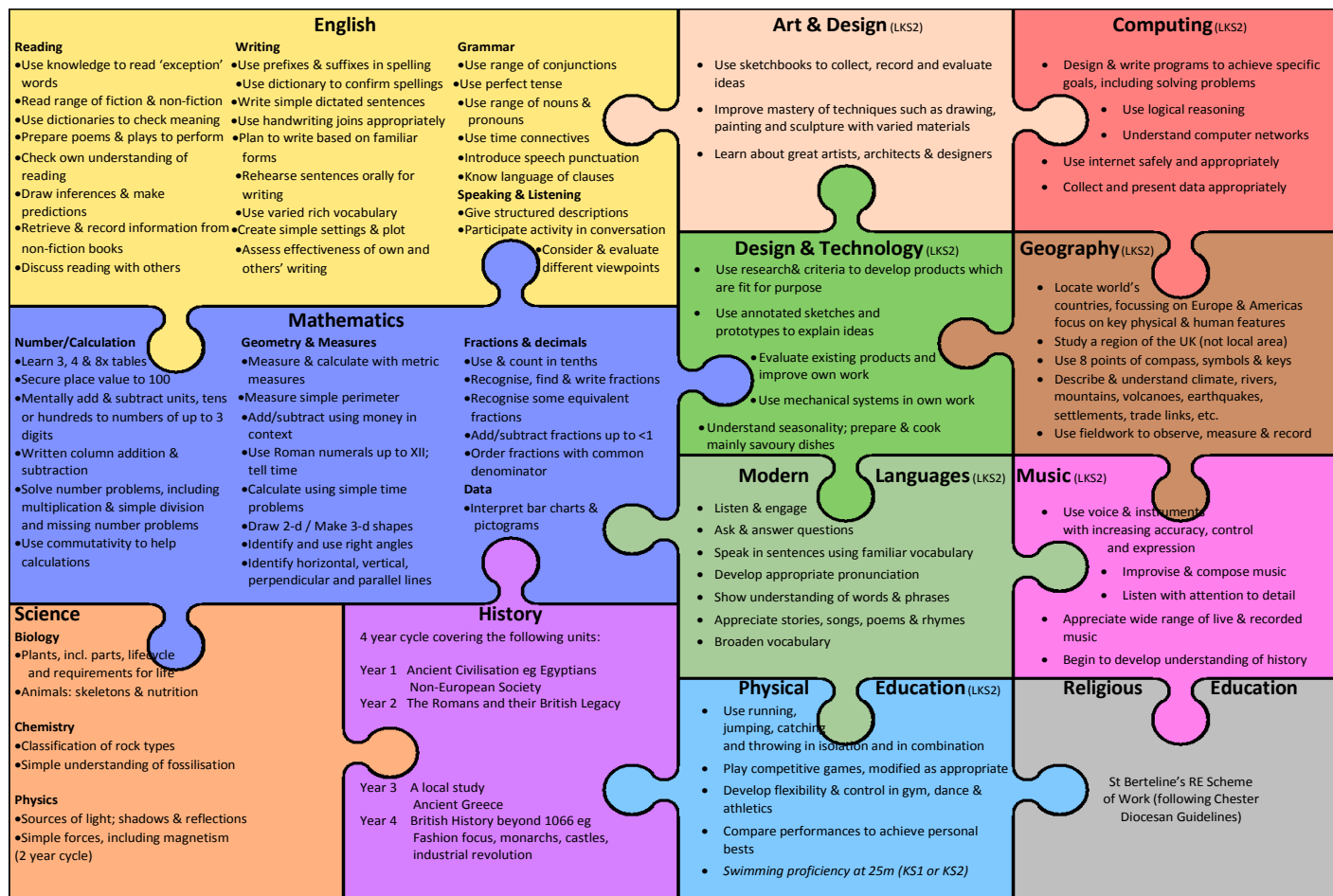
CURRICULUM MAP

Curriculum Overview for Year 2



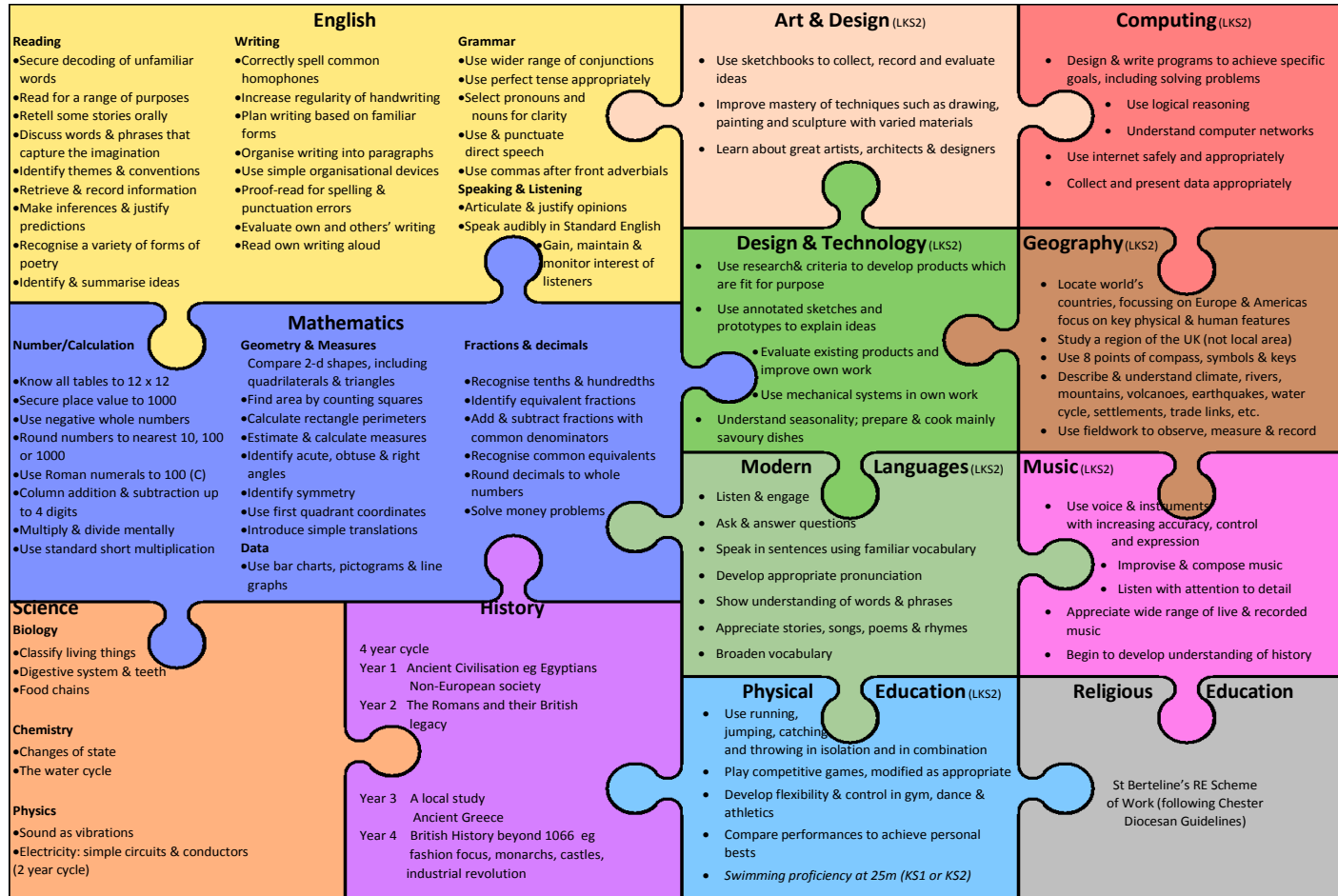
CURRICULUM MAP

Curriculum Overview for Year 3



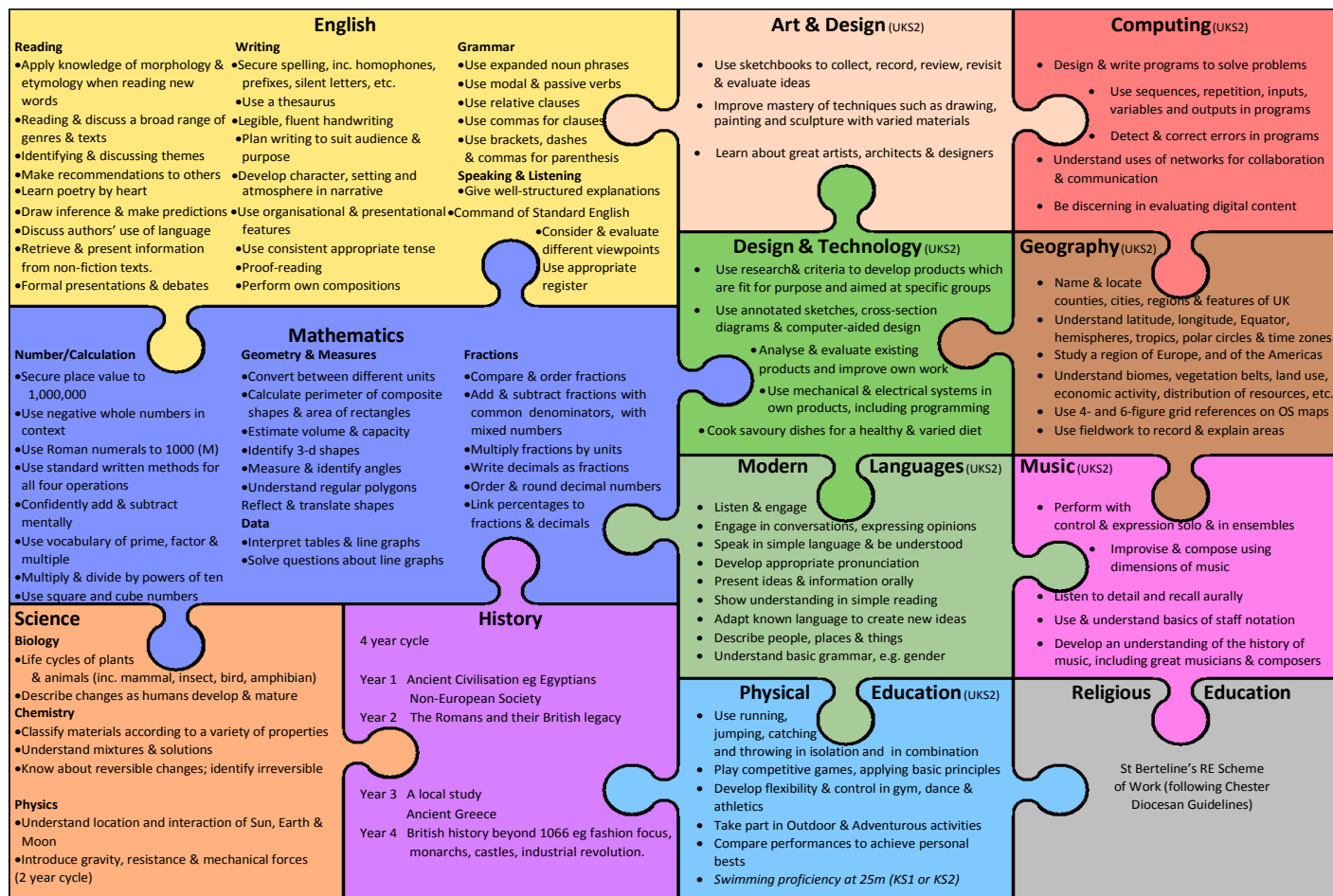
CURRICULUM MAP

Curriculum Overview for Year 4



CURRICULUM MAP

Curriculum Overview for Year 5



CURRICULUM MAP

Curriculum Overview for Year 6

