



St Anne's C of E (A) Primary School Curriculum Policy 2024

'Let all that you do be done in Love' 1 Corinthians 16:14
St Anne's strives to 'develop the whole child, spiritually, mentally and physically by helping pupils to:

**Love God
Love learning and
Love themselves and others**

in a caring, Christian environment through close links to the Church and community.

Approved by	Approval date	Review date
SDC	Sept 2023	Sept 2024
SDC	Oct 2024	Sept 2025



The St. Anne's Curriculum Policy

WHY? (This is our intent)

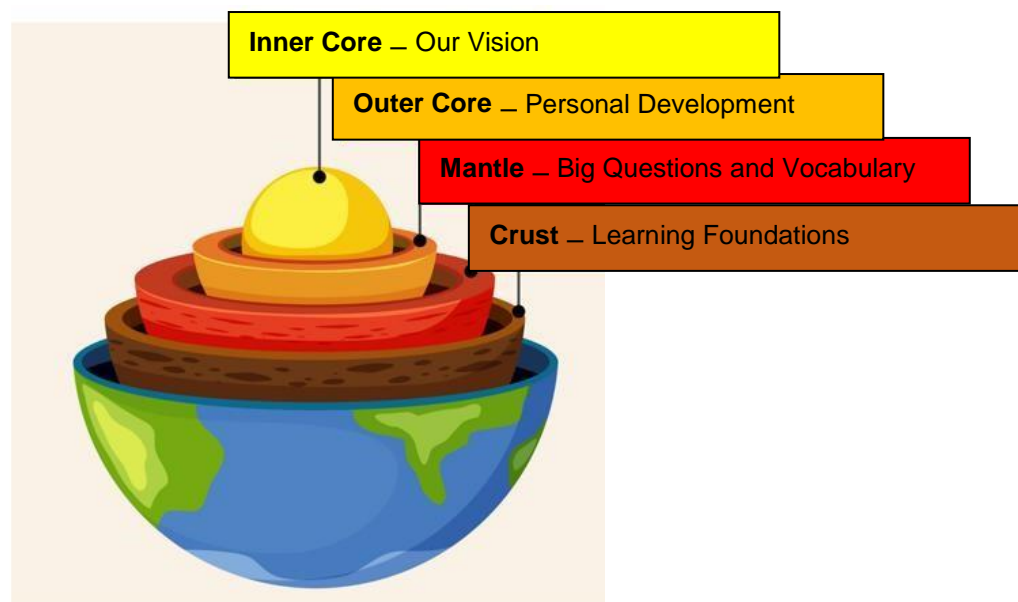
At St Anne's C of E Primary School our bespoke curriculum is strategically designed to ensure that our pupils are ready to take on the world when they leave our school. At the core of our curriculum, we focus on positive learning behaviours that we encourage our children to learn about and practise repeatedly which we believe will put them in good stead to 'take on the world'. These behaviours have been well thought through with all of our stakeholders and have been specifically chosen for our community of pupils.

It is our intention that every single child has access to a high quality curriculum that has been designed specifically for them. All children are different; they have different backgrounds and different experiences. It is our job to design a curriculum that not only teaches children what they need to know to be successful academically, but also develops them as a person keeping true to our vision which is to "develop the whole child spiritually, mentally and physically" by helping pupils to:

- Love God
- Love learning and
- Love themselves and others

Our curriculum is a layered curriculum with St Anne's values at its core. These are weaved into the fabric of everyday life at St Anne's.

It is designed to provide relevant and meaningful experiences to all pupils. We make a real impact on academic standards and pupils' personal development.



Why knowledge based?

We place an emphasis on knowledge and vocabulary acquisition throughout our curriculum. We know that *if nothing has changed in the long-term memory then nothing has been learnt at all*. We have therefore designed our curriculum to take this into account.

By focussing on key knowledge and vocabulary and returning back to them again and again through varied opportunities, we deepen children's knowledge thereby altering their long-term memory.

Evidence suggests that;

“Knowledge, or more specifically prior knowledge, is one of the most crucial factors influencing a person's ability to learn”.

Simonsmeier, B. A., Flaig, M., Deiglmayr, A., Schalk, L., & Well-being, S. (2018)

Domain-Specific Prior Knowledge and Learning: A Meta-Analysis Prior Knowledge and Learning.

When pupils are introduced to new ideas and concepts, they try to make sense of them by relating back to what they already know. The ability to recall previously learnt facts from memory assists the acquisition of new knowledge, allowing pupils to connect more complex ideas with their existing understanding.

Cultural Capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read and from what they experience. It is about giving children the knowledge and skills they need to be prepared for what comes next in their lives. It includes a broad vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way.

Research tells us that there is a link between the number of words a pupil knows and their future success. It is for this reason that we have created banks of subject driven ambitious vocabulary for children to build on progressively year on year to help them in being able to create schemas of the world. Our curriculum is a balance between making learning memorable and having the chance to practise.

Knowledge in the long-term memory frees up the working memory, giving children the chance to think! Our curriculum expectations are high – learning is difficult. However, by reducing extraneous cognitive load and giving time to practise and return to prior learning (interleaved with new learning) we move this learning into the long-term memory. We know that knowledge precedes creativity and we know that our pupils learn new things by connecting them to old things.

HOW DO WE TEACH OUR CURRICULUM? (Implementation)

We are very careful about our knowledge instruction – we understand that teaching knowledge well inspires the same excitement as ‘fun activities’ (which can sometimes distract from the core learning purpose) because children feel like they are learning and doing well.

The great thing about knowledge is that with every new fact you learn the number of new ideas and connections open to you increases enormously.

We focus on knowledge throughout the curriculum and ensure that children have mastered the key knowledge by constantly revisiting this enabling them to “Know more, do more and remember more”.

We know that if nothing is altered in long-term memory then nothing has been learnt. With that in mind we have simplified the curriculum to ensure mastery is achieved. We believe in depth and mastery over breadth. Before we start each theme we are very specific about what knowledge and vocabulary the children will have learnt by the end.

A number of studies have shown that disadvantaged students benefit most from a knowledge-based curriculum because they have not been exposed to the range of vocabularies and ideas outside school as some of their peers. Research has also shown that knowledge and a good grasp of reading is so important for reading comprehension.

As experts in their subjects, our teachers help develop the depth and complexity of pupils’ mental models. One important way our teachers can assist the learning and organisation of information is to adjust their teaching according to the prior knowledge of their pupils.

Our teachers might:

- Add new information to address a lack of prior knowledge;
- Fill in gaps of incomplete prior knowledge; or
- Correct misconceptions of existing but incorrect prior knowledge.

Chi, M. T. (2009) Three types of conceptual change: Belief revision, mental model transformation, and categorical shift. In International handbook of research on conceptual change (pp. 89–110). Routledge

- ✓ We teach through a thematic curriculum and choose exciting and vibrant themes
- ✓ Long and medium term plans draw together all of the relevant areas of the national curriculum that will be covered during the year and ensures that all ‘layers’ of our curriculum have been thought about. This makes our curriculum bespoke to St Anne’s C of E Primary School.
- ✓ Knowledge organisers are used as a resource to support planning. We make the vocabulary and knowledge that will be acquired during that theme very explicit. These are stuck in children’s books at the beginning of each new theme and are also on our website for all stakeholders to see.
- ✓ We have focused on what knowledge we want our children to have in their long-term memory.

- ✓ Our curriculum is manageable and teachers feel confident that they can get through all of the material in a year.
- ✓ We have memorable events during a theme.
- ✓ We try to get as many of the foundation subject objectives into our theme.
- ✓ We teach writing through our theme.

We understand that communication and language approaches are a crucial part of provision in the early years so we;

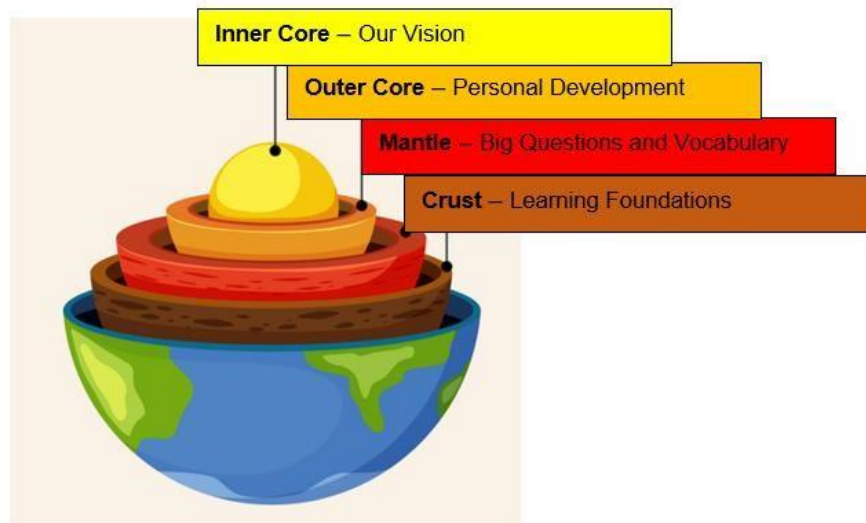
1. link children's spoken language to the development of their reading and writing skills
 2. Ensure children are exposed to a range of strategies by combining different communication and language approaches, as this is likely to be more effective than using a single approach
 3. Ensure staff are trained and supported in delivering different approaches
- ✓ We plan for the key vocabulary that we want the children to learn across the year in all subjects. We saturate our curriculum with vocabulary and collect interesting words as we go along, constantly revisiting this.
 - ✓ We develop the **whole child**, spiritually, mentally and physical within a caring, Christian environment.
 - ✓ We use a lot of concrete materials in maths and follow the White Rose Maths scheme.
 - ✓ We try to start each lesson off with a Big Question ○ Is plastic always useful?
 - ✓ The aim for our children is to WANT TO FIND OUT KNOWLEDGE for themselves because they have been inspired by a theme.

WHAT DIFFERENCE WILL OUR CURRICULUM MAKE? (Impact)

- ✓ Pupils love learning and are fully engaged with the curriculum.
- ✓ Pupils have a rich vocabulary and are knowledgeable
- ✓ Pupils achieve well and make good progress.
- ✓ Pupils have experienced a variety of different and exciting activities.
- ✓ Pupils remember exciting events from their school life.
- ✓ Pupils are all competent readers.
- ✓ Our pupils have had opportunities to experience activities outside of the 'academic curriculum'.
- ✓ Our children are well prepared for being successful citizens in modern Britain and they have a strong moral compass.
- ✓ Our pupils are individually developed "spiritually, mentally and physically within a caring, Christian environment".

The St. Anne's Curriculum

Our layers:



Inner Core

The aim of St Anne's C of E Primary School is to develop the whole child; spiritually, mentally and physically in a caring, Christian environment through close links to Church and community.

“Let all that you do be done in Love”

1 Corinthians 16:14.

St Anne's strives to “develop the whole child spiritually, mentally and physically” by helping pupils to:

- Love God***
- Love learning and***
- Love themselves and others***

Outer Core

Personal development skills our children need to be “Ready for the World”.

Personal development is both a subject and a school ethos. It is reflected in our school motto above and in our school's Golden Values. We want to each child to leave the school feeling confident, unique and proud.

Our aim is to teach children how to navigate through life safely, happily and healthily. Children are growing up in a world that is constantly changing and it is the duty of all the staff at school in partnership with the parents teach the children transferable life skills. We teach children about the world around

them, relationships, emotions, reproduction and health, as well as transferable skills to help with life. We consistently promote the British values and our school values.

St Anne's C of E Primary School teaches personal development in a wide range of ways throughout the children's school lives. For example:

- It is taught in discrete lessons
- It is taught with cross-curricular links in other lessons, such as English, physical education and religious education
- Staff members consistently model how to be a good citizen who uphold the school values
- Worships (whole school and special visitors)
- DAaRT in Year 6
- Arch Bishop of York Young Leaders scheme in Year 5
- Specialist staff working with individuals and groups
- E-Safety lessons in computing and assemblies
- Celebrating positive learning attributes with weekly certificates
- An array of after school clubs
- Well thought through transitions throughout the school and beyond
- Focusing on mental and physical health
- Student Council
- School Ambassadors
- Playground Peacemakers
- Wellbeing group
- Eco-warriors' group
- Celebrating different languages, cultures and religions
- Curriculum themed days
- Links with St Anne's Church

BRITISH VALUES

In June 2014 David Cameron spoke about the important role of British values in our education system. How well schools promote such values are now part of the Ofsted inspection process. The promotion of British values is not something new to our curriculum at St Anne's. Such values are at the core of all we do whether it be through our assemblies, our RE curriculum, our Relationships and Sex Education, PSHE lessons or through other areas of the curriculum. The term British values can be somewhat misleading as these values are integral to so many countries across the world.

Being Part of Britain – WE CELEBRATE DIVERSITY

Our curriculum reflects, celebrates and teaches children about diversity. For example, in RE children learn about the four main religions of Christianity, Islam, Judaism and Hinduism. They compare and contrast marriage customs and naming ceremony customs, for example, and have opportunities to visit

different places of worship. Throughout the year we celebrate being part of Britain. In general terms this means we celebrate events such as Christmas, Harvest, Mothering Sunday, Remembrance Day. In addition, we always take part in key British events. For such events we hold parades, tea parties, concerts and do additional curriculum classroom work about how such events relate to being British.

Democracy

The annual election and work of our school council team reflects British democracy. Our school council is very proactive in having its voice heard. They regularly organise our charity work throughout the year. This includes fun days such as Odd Socks Day for the Anti-Bullying Alliance, Red Nose Day as well as supporting Christian Aid and the Royal British Legion. This fostering of a commitment to charities is another way in which we teach a sense of Britishness.

Rules and Laws

Children are taught the importance of rules and laws and how the ones in school reflect those in our country. Children are taught the reasons behind rules and that they are there to keep us safe and happy. Throughout the school, all children follow the St Anne's Golden Rules and positive behaviour reinforcements are operated throughout the school. Visits from authority figures in society such as the fire brigade, the local community police officers, doctors, dentists, nurses and governors demonstrate to children how rules and laws are an integral part of a safe and happy Britain.

Individual Liberty

Alongside rules and laws, we promote freedom of choice and the right to respectfully express our views and beliefs as an integral part of what it is to be British. Children may choose to take part in our range of extra-curricular activities. They have a choice of lunchtime play areas and activities. They are involved in their own learning and respond to their learning by feedback systems and self-review of marking. They are taught how to use their choices and freedoms safely through our curriculum in areas such as e-safety, anti-bullying, sex and relationship education and drugs awareness education.

Mutual Respect and Tolerance

St Anne's is a wonderfully culturally diverse school with a highly regarded inclusive ethos and practice. We are a microcosm of British society and we celebrate this. Our children are taught and know how to show respect to everyone no matter what our differences may be. We celebrate this diversity in our curriculum. Examples include our celebrations of different religious festivals throughout the year, the participation of all our children, including those with a disability, in all our curriculum activities and the regular staff training we undertake to ensure this inclusive practice remains integral to our work. Behaviours which are contrary to these British values are actively challenged, whether they come from children, parents or staff. Such instances are extremely rare in school and we are proud of the reputation we have in our local community.

Mantle

Big Questions and Vocabulary

At St. Anne's C of E Primary School we use 'The Big Question' approach to introduce and structure learning with our pupils. We know questioning is key to effective teaching and learning. Questioning is a key driver to deepen learning.

In the Early Years, pupils have 'questions for the week' and begin to recognise how they can answer these through ongoing teaching and activities within a unit of work. They are encouraged to build their understanding of questioning, exploring a sense of curiosity and are introduced to the concept of a question, question words, the question mark symbol and how we can answer questions. The children are introduced to key vocabulary through the big question and there are opportunities to discuss, explore and revisit this throughout a unit of work.

In Key Stage One and Two, the lesson aims are shared with pupils as a 'big question'. Key vocabulary is highlighted and discussed to build understanding. Children make notes through each stage of the lesson as they learn, with support from the teacher. These include visual aids and often prompt pupils to revisit and recap prior learning. This is aided through use of consistent symbols, such as the non-negotiables for writing. Pupils then reflect and self-assess against the question at the end of the lesson.

Through the big question, the children are able to talk clearly about what they are learning because they have a far better understanding of what they need to achieve in a lesson. Children are able to discuss their own learning journeys.

We want children to be able to show their knowledge and understanding of their learning while developing their communication and interpersonal skills. This aides with long term memory retention.

- We want our children to SOUND knowledgeable and have a large bank of vocabulary at their fingertips when they speak to others.
- We want our pupils to feel that there is a purpose for their learning.
- We want our children to feel like experts in their subjects.

The Crust

Learning foundations

- Long term memory (retrieval, quizzes, chunking)
- Deep learning rather than coverage - mastery
- Knowledge acquisition
- Knowledge organisers
- Curious about knowledge as we travel through a theme.
- Exciting themes and immersive experiences
- Questions for themes – we have a Big Question
- RSE, SMSC and British values is embedded in everything that we do, with some elements taught explicitly
- Most lessons have either a success criteria.

- Knowledge organiser quizzes ensure that the knowledge goes into our pupils' long term memories.