

## Curriculum Design Statement

Earley St Peter's is a Church of England Primary School where one of our key aims is to ensure that all pupils achieve to the best of their ability. Ensuring personal development and the well-being of all learners is at the heart of all we do.

The aim of our curriculum design is to inspire pupils to learn so that they have good foundations on which to build when they enter secondary school. We have a strong academic ethos providing a focus on the core subjects of reading, writing and maths, whilst ensuring pupils develop subject specific knowledge, understanding and skills within all other curriculum areas. We strive to ensure that our pupils leave this school with high standards of academic achievement having progressed well from their starting point.

Our key aim, through a knowledge led curriculum, is to help all of our pupils develop a love of learning which results in a rich reservoir of knowledge from which connections and links between subjects optimise their progress so that they achieve to the best of their ability.

### The Core Aims at Earley St Peter's are:

- To instil in all pupils a love of learning and a desire to grow as a learner;
- To enable pupils to become confident, resilient, enquiring and independent learners;
- To ensure that all pupils have an equal opportunity to take part in the life and work of the school;
- To develop children's self-respect and demonstrate respect for the ideas, attitudes, values and feelings of others within our community;

### At Earley St Peter's we have core principles of teaching and learning which drive our curriculum intent:

- We work together to ensure that all learners succeed and that every child is confident, happy and secure;
- We ensure our curriculum design places rich subject specific knowledge at the heart of all learning. We organise our curriculum to enable children to learn in depth to make connections and have a strong understanding of each subject;
- We believe oracy in the classroom and a rich vocabulary should be taught as we believe they have a profound impact on learning and on the personal growth of an individual;
- We believe understanding is built through collaboration between teacher and pupil and among pupils and that dialogue is central to learning;
- We aim high and value excellence. We recognise and celebrate success, praise effort and develop perseverance;
- We guide learning through an instructional framework with concrete models that demonstrate excellence;

**Kindness****Honesty****Service****Forgiveness****Respect**

- We plan our curriculum so that it responds to findings from pupil feedback and school data to ensure it meets the needs of each cohort;
- We use questions to deepen understanding and we see mistakes as central to the learning process so we encourage resilience and a love of learning;
- We strive to make learning activities engaging and real;
- We have a core commitment to equality of opportunity;

## Curriculum Implementation

We plan learning in a thematic approach to the curriculum that is underpinned by the National Curriculum as the basis for content and expectations. Each theme is structured so that each year group has

- A clear list of what must be covered (curriculum map)
- The threshold concepts pupils should understand by the end of each year supported by knowledge organisers
- Subject specific progression maps that detail how knowledge and skills are developed in each child's journey through school

## Assessing Progress

Formative assessment is a key part of every lesson at Earley St Peter's. Teachers assess pupil progress through asking questions, as they read and discuss work taking place and ask children to review their learning during the course of the lesson. This style of formative assessment which is also referred to as "Responsive Teaching" during lessons, informs teachers' planning and helps to identify the next steps in the learning process.

We also place great store by reviewing mistakes – making mistakes is the first step in learning and "fix it" time is planned encouraging pupils to have a greater resilience and a positive attitude to more challenging activities and learning from them.

When teachers mark they regularly identify "next steps" for each child. Clear learning objectives and success criteria are used in lessons and pupils self and peer assess against these.

Summative Assessment also takes place at the end of each key stage - Foundation 2, Year 2 and Year 6. The results show their standard of achievement which can be compared to national figures.

At the end of each school year, teachers write an annual report on each child. Parents are invited to discuss this report with the teacher.

## Curriculum Impact



**Kindness**



**Honesty**



**Service**



**Forgiveness**



**Respect**

We want our children to be motivated to succeed, demonstrate resilience and leave ESP with good foundations in all subjects.

We know we are successful in this through

- Teacher assessment – formative, through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work, reasoning and summative end of unit tasks;
- Learner Voice – peer and self assessment and learning dialogue in the classroom
- Parental feedback, learning exhibitions, parent/teacher meetings
- Data Analysis – pupil progress meetings
- Quality Assurance – lessons observations, learning walks, book scrutiny
- Positive attitudes to learning

**Tom Smith**

**Head of School**



**Kindness**



**Honesty**



**Service**



**Forgiveness**



**Respect**