



English Martyrs CVA
Curriculum statement – September 2019

Our Curriculum Intent – how do we consider the quality of the curriculum in each subject as a driver of change?

As a school we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience. We are fully committed to developing each child's unique potential within a secure and caring environment. We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, maximising the opportunities in our local area. We believe that our children should not only reach their best academically, but should also develop their faith, acquire a thirst for knowledge, foster a love of learning, have confidence in leading safe, healthy and fulfilling lives, become responsible and respectful citizens and leave our school with independent learning skills. Excellent teaching and learning gives children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration.

Our Curriculum Implementation– how do we consider the content and teaching sequence in each subject?

The curriculum consists of many planned experiences in school and out: lessons, topics, themed days, pupil leadership, collective worship, clubs, trips and visits, workshops, residential, fund raising and community work. Outcomes are designed to meet the requirements of the National Curriculum but also to develop the skills and attitudes needed for learning and for life. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or topic each term. In order to ensure that progression and balance is maintained, the programmes of study within each subject are mapped carefully highlighting the learning objectives. The topics are designed with a sparkling start and fabulous finish. They begin with an open ended question and work towards a final outcome. Topics are meaningful, relevant and inspiring. An understanding of child development and approaches to learning are embedded within our planning and the characteristics of effective learning are embedded throughout the school. Opportunities for first-hand experience (artefacts, visits, visitors, virtual tour) are provided wherever possible and lessons are relevant, purposeful and for a range of audiences. Resources are well matched to learning need, e.g. time, people and materials. We use evidence from current research to inform our teaching and there is a sense of strong self-evaluation for the whole school community.

As a school we recognise the benefit of different approaches in achieving effective learning. To support this we use a variety of teaching styles and forms of pupil organisation, which include opportunities for whole class, small group and where possible individual teaching.

We want our children to become independent resilient learners and therefore we have introduced learning muscles to help encourage all our children to develop a growth mind set facing new challenges, not being afraid to make a mistake and to enjoy learning in all areas of the curriculum, for more details have a look at our learning muscles template ! Surrounding our learning muscles is our resilience acronym formed during our recent work on the route to resilience programme, each week children are nominated by adults peers or by themselves for the focus letter and celebrated as

role models in our celebration assembly. This is embedded across our school community impacting on the vocabulary adults are using daily with the children to reinforce positive learning attitudes.

Please refer to subject specific pages on the website for more information of implementation in each area and to our curriculum design map and resilience acronym for further information on intent, implementation and impact.

Our Curriculum Impact – how well are we achieving our aims ?

We use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Within our senior leadership team two members monitor carefully the quality of education with the Head Teacher and link governor, two members are responsible for the monitoring of personal development and behaviour again alongside the Head teacher and link governor. Subject leaders also review learning, evaluate pupil voice and provide individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers meet regularly with the Head teacher and SENDCO in formal pupil progress meetings where progress of individual children and vulnerable groups are discussed and strategies for improvement where necessary monitored and reviewed. Informal discussions are happening constantly and CPD of staff is linked very closely to individual needs as well as focusing firmly on the whole school curriculum development .

Our aims are for all our children to be successful learners, confident individuals and responsible and respectful citizens following in the footsteps of Jesus.

Early Years Foundation Stage (EYFS)

The Early Years foundation stage is the single quality framework for children from birth to five; the EYFS is firmly rooted in a principled play based approach to learning and development focused firmly on the characteristics of effective learning; it is designed to give children the best possible start in life, making sure they are safe and able to thrive; every child develops differently and at their own pace. There are six areas of learning which children progress through in overlapping stages. These are :

- Personal, social and emotional development
- Communication, language and literacy
- Problem solving, reasoning and numeracy
- Knowledge and understanding of the world
- Physical development
- Creative development

At the end of their EYFS year the children will be assessed against the Early Learning Goals. They will achieve a good level of development if they achieve the ELG in personal social and emotional development, communication, language and literacy, physical development, reading, writing and number. "Plans to support children's development are appropriately rooted in a sound

understanding of child development. Children make rapid progress from their different starting points “ Ofsted report June 2016

Key Stage One – Years 1 & 2

Children learn through topics that they have helped to initiate. English and maths are taught in the morning sessions with a designated curriculum slot for phonics, Spelling, Punctuation and Grammar as well as reading comprehension. Children are taught through learning objectives from the National Curriculum appropriate for their age group. RE is taught for 10 per cent of the curriculum allocation and is cross curricular as much as possible. Assessment is on going against the year group learning objectives (please refer to the presentation on assessment) At the end of Year One all children will be involved in a government phonics task. At the end of Year Two all children will be assessed through the statutory assessment tasks in reading, writing, SPAG and maths.

Key Stage Two – Years 3, 4, 5 & 6

Children learn through topics that they have helped to initiate. English and maths are taught in the morning sessions with a designated curriculum slot for phonics, Spelling, Punctuation and Grammar as well as reading comprehension. Children are taught through learning objectives from the National Curriculum appropriate for their age group. RE is taught for 10 per cent of the curriculum allocation and is cross curricular as much as possible. Assessment is on going against the year group learning objectives (please refer to the presentation on assessment) At the end of year six the children will all be involved in the government statutory assessment in reading, writing, maths and SPAG. Teaching promotes high expectations of all children and sets high challenges tailored to the needs of the child. Throughout the key stages, emphasis is placed on building skills for independent thinking and personal responsibility. In Year 6 children have the opportunity to take part in enterprise projects and leadership schemes . “Pupils make good progress ; outcomes in maths continue to be a consistently strong feature of pupil’s achievement.” Ofsted June 2016.

The **transition** from Primary to Secondary education is a very important time for the children and so we ensure that great attention is given to making this transition as smooth as possible. We have close links with a number of secondary schools in the area and the children have the opportunity to experience days of art, science, maths or physical education at schools in the local area. During Term 6 children will be invited to an induction day at their new school enabling us to move all of our children up to their new ‘September’ classes for a transition week spending some time with new teachers and a new environment. We pride ourselves on ensuring that our children leave English Martyrs School with a secure foundation on which to build their learning, confidence, and the desire to succeed in which ever path they choose. "Excellent teaching gives children the life chances they deserve... Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged but what excites and engages them best is truly excellent teaching."

