

# St James's CE Primary School



*Faith: "So God created man in His own image" (Genesis 1:26-27)*

*At St James's C.E. Primary School, we believe that every child is made in the image of God; inherently valuable and unique among God's creations. We are an inclusive and welcoming family who celebrate each other's achievements. Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity.*

*Friendship: "Follow me and I will make you fishers of people." (Luke 5:10)*

*It is our vision that all of our pupils will have courage and belief in themselves, to follow their dreams.*

*Fulfilment: "Take courage. It is I. Do not be afraid." (Matthew 14:27)*

*In a safe and nurturing environment, we support each child to reach their full, God given potential.*

## **Curriculum Policy 2021/2022**

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## Curriculum Statement:

At St James's C.E. Primary School, we have developed a question based curriculum, where children learn through meaningful questioning and exploration. Using a clear process of learning with specific goals for every National Curriculum subject, we aim for pupils to develop personal learning skills and a lifelong love of learning. High quality teaching and well-planned learning activities, means that children of all abilities experience success, challenge and enjoyment across all subjects. Through our curriculum and school values, we aim to ensure that all pupils leave us with the necessary knowledge, skills, attitudes and international mindfulness that they need to succeed in life. Our curriculum sets out clear progression and application of skills, knowledge and understanding across all areas. We aim to ensure that pupils are independently minded, courageous and confident citizens of the future.

Our curriculum establishes a rigorous knowledge base. We have considered the knowledge, skills and attitudes that are required to achieve academic excellence at primary and secondary school, and beyond. Subject leaders oversee planning, ensuring that pupils in each year group receive a rigorous, coherent and intelligently sequenced curriculum, which builds on what has come before. Our curriculum is grounded in evidence about how pupils learn and retain knowledge in the long term.

Subject leaders and class teachers consider our curriculum at three levels. The first is ***the intended curriculum*** – what we intend our pupils to learn. Subject leaders set out this detail, drawing on their academic knowledge, the National Curriculum and experience of what is necessary to flourish in their subject. The second level is the ***implemented curriculum*** – the resources and strategies that teachers use to deliver the curriculum. An example of these are the medium term planning grids, setting out the Golden Nuggets of information for each lesson and the curriculum letters to parents at the beginning of each term. Importance is placed on vocabulary, ensuring that children have the language that they need to be able to express themselves confidently. Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils that they know so well.

We aim to ensure that the ***impact of the curriculum*** on the children is great in all subjects. This includes not only their progress and attainment but also that their cultural capital is well developed and the children become successful and internationally minded citizens. Our curriculum reflects the school's pride in local industrial heritage and we have worked closely with the Historic England to ensure that our children have a clear understanding of the significance of the area in which they are growing up. We take advantage of the school's locality and in selecting our areas of study, we consider our local area – what it is now and what it has been through history. Close links with the charity Classrooms in the Clouds, ensure that children have a meaningful understanding of what life is like for children growing up in rural Nepal and what our two communities can learn from each other.

We expect learning to have context, with rich learning opportunities that link to and build upon previous learning to enable children to develop transferable skills and knowledge. This will often involve a visit to another location, visitors to school or an experience day, ensuring that all pupils are able to contextualise their learning and apply the knowledge, skills and vocabulary in a real life situation wherever possible.

## Curriculum aims:

- To develop awe and wonder and a lifelong love of learning in a range of subjects.
- To be curious, motivated and excited about coming to school.
- To adopt the school's values as well as fundamental British Values and be responsible citizens with strong moral standards and able to contribute to society.
- To develop a sense of their own nationality and culture as well as developing a profound respect for the nationalities and cultures of others, especially those throughout Modern Britain.
- To use the school's REACH mentality – to try new things without fear of failure; to collaborate and learn with and from others; to talk about their learning and to know and remember more.
- For learning to stick, so that their knowledge can build upon and connect with previous knowledge.

We are confident that the **impact** of our approach is that we truly offer a broad and balanced curriculum to all pupils. The curriculum offers the chance for all pupils to encounter and understand the very best that has been thought, said, sung, danced, made and played. We hope that this will inspire pupils to go on and excel in their chosen field, with the widest range of opportunities available to them.

## SEND

Our SEND co-ordinator is Miss Hannah Scott and information regarding the school's approach to making sure that the curriculum is fully accessible can be found in the school's Accessibility Plan, SEND policy and SEND information report. [Click here](#) to visit our policies website page.

St James's C.E. Primary School fully endorses the SEND Code of Practice (2014) core principles.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We are committed to ensuring that all children make good progress. This may involve additional 1:1 or small group support or additional support at times of the school day such as unstructured social time, all of which will be outlined on pupils' Individual Support Plans (ISPs).

## Early Years Curriculum:

Children are able to join our school community from the term after their second birthday into our playgroup setting. The term following their third birthday they will join our pre-school setting before becoming a reception pupil. Playgroup, pre-school and reception classes make up our Early Years Foundation Stage, led by Mrs Gina Poole.

Children in all of these classes follow the EYFS curriculum, which gives children a broad range of knowledge and skills that provide the right foundations for good future progress through school life. Our EYFS curriculum is language rich with adult – child interactions being a high priority. Each of our topics uses inspiring stories to underpin the learning that will take place. Children learn, explore, play and hone new skills and knowledge and demonstrate their understanding through seven areas of learning and development

### Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

### Specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive Arts and Creative Design

These seven areas are used to plan children's learning and activities which are tailored to suit each child's individual needs. The curriculum is designed to be flexible so that staff can follow each child's unique interests. Children in the EYFS learn by playing and exploring, by being active and through creative and critical thinking which takes place both indoors and outside. Staff make careful observations which are continually reported via Tapestry. Families are invited to contribute and participate in a two way dialogue about their child's learning journey with practitioners via this platform.

Please view our early years' curriculum maps for further information about what children will learn across this phase.

## Key stages 1 – 2

Key stage 1 consists of school years 1 and 2 and years 3 to 6 make up key stage 2. Daily English, Reading and Maths lessons are taught in these year groups. Phonics and Kinetic Letter handwriting are also taught daily in key stage 1. In key stage 2 pupils will continue with regular Kinetic Letter handwriting practice and will have weekly spelling lessons also. RE, PE and music are taught weekly throughout key stages 1 and 2 and French is also taught weekly in key stage 2 classes. Foundation subjects alternate half termly in key stage 1 and 2; in some cases they are taught across a term as part of themed learning.

### Maths:

At St James's C.E. Primary School, maths subject leaders have chosen methods of teaching maths that aim to deepen children's understanding of Maths, using the [Power Maths](#) scheme. Our teaching is richly supported by the use of pictorial and concrete resources throughout all year groups, before moving to the abstract. Children will draw on all 3 aspects throughout their time at primary school.

Throughout each year, children will cover and build on their understanding in:

- Knowing and using number
- Addition and subtraction
- Multiplication and division
- Using fractions
- Understanding properties of shape
- Describing position
- Direction and movement
- Using measures
- Using statistics
- Using algebra

Once children have a firm grasp of each mathematical technique, we challenge our pupils to use what they have learnt to make rich connections across the distinct areas in order to solve problems. We believe that it is important for children to be able not only to find the answers to problems but also to be able to explain the reasoning behind their lines of enquiry using accurate mathematical vocabulary. By celebrating learning and through engaging challenges, we inspire children to increase their fluency in maths and to become sophisticated problem solvers, both in Maths and across the curriculum.

Our children learn the following essential characteristics of mathematics:

- An understanding of the important concepts and an ability to make connections within mathematics
- A broad range of skills in using and applying mathematics
- Fluent knowledge and recall of number facts and the number system
- The ability to show initiative in solving problems in a wide range of contexts, including new or unusual
- The ability to think independently and to persevere when faced with challenges
- To embrace the value of learning from mistakes or false starts
- The ability to reason, generalise and make sense of solutions
- Fluency in performing written and mental calculations and mathematical techniques
- A wide range of mathematical vocabulary
- A commitment to and enthusiasm in the subject

Lessons are professionally sculpted according to the needs of the class.

### **Phonics:**

The direct teaching of reading and spelling starts with Phonics. At St James's C.E. Primary School, we follow Letters and Sounds– [Little Wandle](#). Children in EYFS, year 1 and year 2 have daily phonics sessions which may be whole class based. Children participate in speaking, listening and spelling activities that are matched to their developing needs. The practitioners draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify any pupils who may require additional support. Children work through 6 detailed phases, learning and developing their phonics sounds and knowledge. Phonics lessons follow a set format and are well paced to ensure that children are secure in their acquisition.

### **Kinetic letters:**

We use [Kinetic Letters](#) to teach handwriting alongside our Phonics and Spelling teaching. This supports children from the very start with gross and fine motor skills, enabling them to write more fluidly, accurately and quickly and enabling them to naturally progress into joined handwriting. We have two parent support pages on our website one for [letter and number formation](#) and a second which moves on to [joining](#).

## Reading

At St James's C.E. Primary School, reading is at the core of all that we do and we value the many benefits that reading provides. We believe that it is key for academic success and it plays a big part across our Curriculum on a daily basis. We promote a reading culture that inspires children to love reading, makes them want to read and helps them to develop into ardent, avid readers and lifelong learners.

All children visit the library fortnightly either to select a book or to work on library and reading skills with their class teacher. Sessions will include input about different authors, discussing and listening to stories, independent research skills and supporting children to select a book to take home to share with their families. Year 6 librarians run lunchtime clubs for younger pupils to support them to value our wonderful school library resource and immerse themselves in a good book.

All children will be provided with a home reading book appropriate to their level of reading and/ or phonics. Pupils will be encouraged to borrow an additional interest book that they can share with their family and friends. In addition, class teachers will allocate electronic books appropriate to each child's reading ability via Bug Club. Pupils not able to access this online facility at home will be given the time and resources to at school. Bug Club provides children with appropriate challenge, immediate and regular feedback, teacher assessment of pupils' comprehension as well as motivating children to read independently and frequently. Children record their reading in reading journals which are monitored and celebrated weekly by school staff.

We use reading strategies, reading domain dogs (Vocabulary Victor; Inference Iggy; Rex the Retriever; Predicting Pip; Sequencing Suki; Arlo the Author; Cassie the Commentator; Summarising Sherba) along with reading actions to ensure that children understand the reading skills that they are learning.

Reading is taught following a **weekly teaching cycle**:

Monday	Vocabulary boost	Using STAR (select, teach, activate and review) techniques children learn and use new vocabulary.
Tuesday	MaP (model and practice) lesson.	Teachers will model a domain (friends/ dogs) or good reader skills (bones) matched to the National Curriculum content. Children will practise using models and stem sentences provided.
Wednesday	MaP (model and practice) lesson.	As above
Thursday	MaP (model and practice) lesson or independent comprehension.	As above or independent comprehension to assess pupil progress.
Friday	Independent reading lesson	Children use the skills acquired to read independently. Children will regularly visit the library during this session.

As well as teaching reading for instruction, we are keen to establish a love of reading in our pupils. Reading for pleasure is vital for children to become lifelong readers who engage and respond to texts. Our aim is to work with families to ensure that their children develop confident and motivated reading habits. Reading areas are established in classrooms. Pupils will see adults modelling social reading, reading aloud and informal conversations about books that we enjoy. Pupils of all ages benefit from being read to by adults and enjoy sharing books and stories.

Reading across the curriculum is vitally important to children's application of reading and understanding of reading for purpose. Quality texts are used throughout the curriculum as a source of knowledge and a stimulus for learning.

Please see our Reading Policy for greater detail on how reading is encouraged and taught at our school. [Click here](#) to visit our policies website page.

### **Writing:**

At St James's C.E. Primary School, we want every child to leave with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice
- Thinks about the impact they want their writing to have on the reader and knows how they will achieve this
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or descriptions
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures
- Displays excellent transcription skills that ensure their writing is well presented, punctuated and spelling is accurate
- Re-reads, edits and enhances their writing so every piece of writing they produce is to the best of their ability and better than the last

Children will develop their writing skills by exploring a whole range of different genres. We expect the highest standards of writing every time a child writes in any subject and place great importance on planning, drafting, editing and rewriting process when writing at length.

Fiction genre writing opportunities:

- Adventure
- Fantasy
- Classic fiction
- Plays and dialogue
- Myths
- Legends
- Fairy tales
- Fables
- Traditional tales
- Stories from other cultures

Non-fiction writing opportunities:

- Letters
- Information texts
- Explanation texts
- Instructions
- Persuasive texts
- Non-chronological reports
- Recounts
- Argument and debate
- Blogs

## **Science**

### **Intent:**

We aim to give children an understanding of the world around them from the moment they join our school. When children are studying Science at primary school level, they should be acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of Science, today and in the future. We recognise the importance of science for everyone and not just those who wish to pursue a science-based career. Science will allow pupils to make informed decisions about technologies, health and important global matters. We aim for all children to have a positive experience of science throughout their time at St James's.

### **Implementation:**

Scientific enquiry skills are embedded in each Science unit with the aim of helping children to answer questions about the world around them. Some topics are revisited and developed throughout the children's time with us. For example, Plants are taught in Key Stage 1 and studied again in Key Stage 2 at a greater depth. This model allows children to build upon their prior knowledge and increases their enthusiasm for the topics.

All children are taught to use a range of skills including observation, planning and investigating. Specialist vocabulary for topics is taught and built up, and effective questioning to communicate ideas is encouraged. Concepts taught should be reinforced by focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. Assemblies, theme days and other areas of the curriculum are also used to learn about and from the lives of key scientists and the impact that they have had on our lives today. Science lessons are based on one of 5 key practices for teaching and learning in Science:

1. Fair testing
2. Observation over time
3. Pattern seeking
4. Identifying and classifying
5. Research

Our sequence of knowledge is carefully balanced to include substantive knowledge (knowing that) and disciplinary knowledge (knowing how) links between the 2 types of knowledge are connected through key ideas.

### **Impact**

Through exciting, engaging and well sequenced teaching our pupils will work towards answering a Unit Question applying the skills and knowledge that they have gained. Teachers will continually assess children's progress towards age related expectations to confidently answer that question through careful questioning, low stakes quizzes, presentations and conversations. Teachers will then make an end of unit judgement which is recorded on the school's assessment system.

## **Personal, Social and Health Education (PSHE) and Relationship, Sex Education (R.S.E)**

### **Intent**

PSHE enables pupils to learn the skills necessary to become independent, confident, healthy and responsible members of society as well as developing the "whole child" intellectually, morally, socially and spiritually.

The ethos of our school is that all people who come into our school – pupils, staff, families or visitors, are valued as individuals in their own right. This is reflected in the school's vision and values and it is through our

vision and values, alongside our whole curriculum that we support children in setting themselves and expecting of others good standards of behaviour, marked by respect and responsibility.

Through our PSHE curriculum, we aim that our pupils will:

- Develop spiritually, morally, socially and culturally.
- Develop self-confidence and self-responsibility.
- Value themselves and others.
- Acknowledge and appreciate difference and diversity.
- Be independent, responsible and active members of the school and the local community.
- Learn to make informed choices.
- Be prepared to be positive and active members of a democratic society.
- Understand what constitutes a safe and healthy lifestyle.
- Develop the ability to form good relationships.
- Understand and manage their emotions.
- Have opportunities to consider issues which may affect their own lives and/or the lives of others.

### **Implementation**

PSHE is taught across the school on a weekly basis following the PSHE association scheme. A detailed description of our PSHE and RSE curriculum can be found in the relevant policies. [Click here](#) to visit our policies website page. As a brief overview, our weekly lessons support children to:

- Adopt the school's values in line with fundamental British Values.
- Understand life in modern Britain.
- Develop awe and wonder.
- Be responsible citizens with a strong moral compass.
- Be able to contribute positively to society.
- Be brave: to try new things.
- To collaborate: learn from the lives of others.
- Be resilient and resourceful.
- Develop meaningful relationships and reflect upon their learning.

Our PSHE lessons are values based and promotes positive behaviour, mental health, wellbeing and achievement and meets the new statutory requirements for Relationship and Health Education. We believe in the link between pupils' health and wellbeing and their academic progress and that promoting health and wellbeing is a vital part of children's overall education. More detail can be found in the school's Mental Health and Emotional Wellbeing Policy. [Click here](#) for our policies website page.

### **Impact**

Children will have:

- A ready willingness to try new thing and persevere.
- A good understanding of how to stay safe and healthy and to develop positive relationships.
- An appreciation of what it means to be contributing member of diverse, multi-cultural society.
- A strong self-awareness, interlinked with compassion of others.

### **Religious Education (R.E.)**

#### **Intent**

RE is central to the purpose of St James's Church of England Primary School because as a church school we see that the Christian faith, and learning about others' faith and beliefs, inform all aspects of our life together. RE in St James's Church of England Primary School explores how individuals and communities make meaning and sense of their lives. It helps all children to develop an understanding of the place that religion plays in people's lives and how it has influenced history and the growth and development of society. RE enables pupils to know about, understand and respond to the important and ultimate questions of life. RE is taught in such a way that

it inspires pupils to explore, develop and affirm their own faith and values and have respect for the faith, beliefs and values of others. It is not the practice of this school to preach to or seek to convert children. Values education permeates the RE curriculum at St James's Church of England Primary School.

## Aims

The aims of Religious Education in church schools are:

- To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions, non-religious practices and world views, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

## Implementation

1. The scheme of work for RE is written to ensure a balance between the Worcester Syllabus for RE and the 'Understanding Christianity' resource, ensuring two thirds of the content is Christianity.
2. The RE curriculum ensures that we provide a challenging and robust curriculum, based on an accurate theological framework that draws on the richness and diversity of religious experience worldwide.
3. There are clear learning outcomes for all units of work, based on the appropriate expectations as set out in the RE syllabus.
4. A range of teaching and learning activities will ensure that pupils learn effectively and with interest, ensuring that there is continuity and progression for pupils and opportunities for pupils to deepen their understanding of the religion and world.
5. Pupil progress and attainment in RE will be tracked by teachers at the end of each unit and recorded and analysed termly by SLT/RE Leaders.
6. Progress in RE will form part of the pupils' annual report to parents.
7. RE will be taught as a discrete subject but we will endeavour to establish meaningful links with the other subjects of the curriculum. Our RE curriculum makes a positive contribution to SMSC development.
8. Visits to places of worship are planned to support learning in RE.
9. Dedicated RE will be given at no less than 5% of the curriculum time.

## Impact

### **1. Know about and understand a range of religions and worldviews, so that they can:**

- Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals.
- Identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews.
- Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
- Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
- Appreciate and appraise varied dimensions of religion.

### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
- Enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all.
- Articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Judgements are made against a series of 'I can ...' statements before an end of unit assessment is made and recorded on the school's system.

Please see our RE Policy for more information about our RE curriculum, including the right to withdraw. [Click here](#) to visit our policies website page.

## **Physical Education**

### **Intent**

The aim of our PE curriculum is to give children the knowledge and understanding to become competent, confident and motivated in PE for the rest of their lives. We strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve well. Using PE Hub planning and resources, our PE curriculum offers a dynamic, varied and stimulating program of activity to ensure that all pupils progress physically and are fully included.

### **Implementation**

Using planning ideas and resources from PE Hub, lessons are planned progressively to allow children to build upon and develop previously learnt skills. Children can be involved in leading warm ups and cool downs in demonstrating skills. In Key Stage 2 we offer the children the opportunity to become Active Leaders, taking an active role in advising and supporting other pupils in the importance of physical wellbeing.

A variety of sports are taught across school:

KS1 – Hit catch run, send and return, run jump throw, attack defend compete, gym and dance.

Year 3 – Tag rugby, hockey, swimming, OAA, athletics, cricket

Year 4 – Swimming, OAA, tennis, athletics, cricket

Year 5 – OAA, hockey, athletics, cricket, tag rugby, rounders

Year 6 – Cricket, tag rugby, OAA, rounders, tennis

All children have the opportunity to enjoy being physically active and maintain a healthy lifestyle. Children are taught to observe and produce conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators. Thus embedding lifelong values such as cooperation, collaboration and equity of play.

Physical development opportunities in EYFS make positive contributions to children's development and lay firm foundations for children's enjoyment and participation in physical activity later on in life. Sports coaches, clubs and specialist teachers work with staff to provide CPD opportunities and ensure teaching is high quality. Any clubs that incur costs to families are covered by the school for pupils entitled to Pupil Premium Funding.

Children's participation in physical activity is celebrated in school in our weekly celebration assemblies, where children can bring in certificates, awards and trophies to share and celebrate with their peers. Children

actively seek to share their achievements and relish the opportunity to explain to the school community what they had to do.

Children have regular opportunities to represent the school as we are keen to enter as many events as possible. Inclusive events are run through Dudley School Sport Network. We believe that nothing should be a barrier to children participating in PE.

Children are encouraged to be active throughout the day. Individual year groups have been provided with their own outdoor equipment for use during active lessons, playtimes and lunchtimes. Through PE and Sports Premium funding, we have purchased Cross Curricular Orienteering to encourage activity in all areas of the curriculum.

Children participate in swimming lessons in Key Stage 2 at Crystal Leisure Centre. It is our ambition that all children will be able to swim 25m and perform self-rescue by the time they leave primary school. Those who require it are offered additional 'top up' sessions in year 6.

### **Impact**

Through our PE and wider curriculum, pupils will learn to take responsibility for their health and fitness. Pupils will be equipped with the skills they need to engage with sport and some may go on to engage competitively in sport.

Throughout PE lessons children are observed and assessed against the objectives outlined in PE Hub scheme of work. End of unit judgements are then made and recorded on the school's system. Children's participation in sporting activities, both in and out of school, is recorded and carefully monitored so that school can actively support and encourage participation in physical activity. Children are encouraged to reflect on and evaluate their own participation and performance as well as that of their peers.

## **Modern Foreign Language – French**

### **Intent**

Learning a foreign language is a vital part of being a part of a multicultural society and provides a necessary opening into other cultures. Language education can foster children's curiosity and deepen their understanding of the world. Teaching enables children to express their ideas and thoughts in another language and respond to its speakers, both in speech and writing. We aim to provide children with frequent opportunities to use French for practical purposes, learn new ways of thinking and read literature in the original language. Our French curriculum aims to provide firm foundations and interest in learning of other language in the future, equipping children to study and work in other countries.

### **Implementation**

Weekly French lessons take place throughout Key Stage 2, with some basic foundations being laid in Key Stage 1 and Foundation Stage, such as greetings. Our curriculum is based on classroom talk, translation, songs, games and short texts informed by planning and resources from Rigolo. Children learn to:

- Read write and speak French words, phrases and sentences to communicate meaning.
- Develop an appreciation of French language and culture.
- Develop awareness of global citizenship.
- Develop an understanding of etymology and the relevance of this to words that we use in modern English.

- Increase knowledge and understanding of grammar and spelling both in English and French – similarities and differences.

## **Impact**

We aim to ensure that pupils leave St James’s C.E. Primary School being able to hold a basic conversation in French and are inspired to travel and learn other languages. Through high quality planning and teaching, pupils will become more confident and willing to engage in whole class, group and independent activities. We aim to match learning activities to the needs and ability of the pupil making French a lesson that all pupils can access and succeed in. Pupils are assessed informally against objectives outlined on the Rigalo curriculum followed in all year groups. At the end of each topic, pupils will assess their own progress and confidence as well as teachers assessing pupils’ progress against the KS2 framework for languages and focused particularly on three main objectives: oracy, literacy and intercultural understanding.

## **History**

### **Intent**

At St James’s C.E. Primary School, we believe that high-quality History lessons inspire children to want to know more about the past and to think and act as historians. Our history curriculum seeks to give children a solid foundation and broad overview in some of the most important periods, events and themes in British and world history. It is comprehensive but necessarily selective. The curriculum gives pupils a strong grounding in British history as well as local history. In Key Stage 2, our history curriculum is taught chronologically from the first settlements through Roman Britain, the Viking, Anglo-Saxons, the medieval period and up to the Industrial Revolution and touching on Britain during the two world wars.

While studying these periods the units explore themes of change and continuity, perspective and power. The units exploring world history have been carefully selected to provide local and global coverage and introduce a number of themes.

We have worked closely with Historic England to carefully plan our curriculum to ensure that children learn about the importance of the area in which they are growing up. Pupils will have a sense of pride instilled in them regarding the significance of the Black Country and its role in the industrial revolution. Making use of the wealth of local sites of interest, children will learn about why our area is known as the Black Country and the Crystal Mile and will speak confidently about what they know of life here in the past. It is not only substantive knowledge that is taught. The disciplinary skills of history, such as source analysis, interpretation, perspective, continuity and change are all explicitly taught and practised. Children then apply these skills and knowledge learnt.

### **Implementation**

Our curriculum is ambitious and regularly reviewed to ensure that it continues to meet the needs of the children, challenging them to make connections across time and place and we hope sets children up with a life-long love and understanding of an important subject, while providing a foundation of understanding that will make them curious, active citizens locally, nationally and globally.

We believe that the following are essential characteristics that will support children to become historians:

- An excellent knowledge and understanding of people, events and contexts from a range of audiences.
- The ability to think critically about history and communicate ideas and confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others’ views using historical evidence from a range of sources.

- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

## **Impact**

Our curriculum aims to ensure that pupils become increasingly critical and analytical within their thinking. They will make informed and balanced judgements based on their knowledge of the past. In addition, they will become increasingly aware of how historical events have shaped the world in which they are growing up. Pupils will develop enquiry skills to pursue their own interests within a topic and consider further questions that they want to find the answers to. Where applicable, high-quality visits and visitors will support children's understanding and provide context to learning. Our curriculum aims to ensure that children retain prior learning and explicitly make connections between what they have previously learnt and what they are currently learning.

## **Geography**

### **Intent**

Teaching Geography through exciting terms topics, children at our school develop curiosity and fascination about the world and its people.

Children investigate a range of places – both in Britain and abroad – to develop locational and place knowledge as well as their knowledge and understanding of the Earth's physical and human processes in context. The school's link with Nepal is used to drive a unit on mountainous regions of the world. The geography curriculum incorporates fundamental geographical knowledge, skills, and concepts allowing pupils to build on a firm foundation in future years. It recognises the importance of both substantive and disciplinary knowledge, presenting geography as a dynamic subject in which thinking and viewpoints change.

Fieldwork is valued and threaded through the geography curriculum. Through fieldwork, pupils encounter geographical concepts first hand and connect their learning in the classroom with the real world, for example when children in year 1 visit Weston Super-mare, they identify the human and physical features they see in the coastal environment. In carefully planned fieldwork units, pupils begin by exploring the school grounds and gradually progress to explore more of the local area. Later on, units based on visits to a local river and Birmingham city centre allow pupils to explore more advanced skills and knowledge first hand.

### **Implementation**

Through carefully considered teaching, we develop the following characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills.
- The ability to reach clear conclusions and explain their findings.
- Confident fieldwork skills as well as other geographical aptitudes and techniques.
- The ability to express well-balanced opinions, rooted in secure knowledge and understanding about current issues in society and the environment.

- An appreciation of what it means to be a geographer by asking geographical questions such as ‘why is this place like this?’, ‘how is this place changing?’ and ‘how are other places affected?’
- A genuine interest in the subject and a real sense of curiosity about the world and the people who live here.

Our team of pupil Eco Warriors, support the staff at St James’s in making sure that our school is environmentally friendly.

## Impact

A clear progression of skills across the key stages ensures that prior knowledge is retained and built upon that can be demonstrated in a variety of ways. Children will be provided with opportunities to explore outdoor learning environments within the school grounds, local community and beyond. As confident geographers, our pupils will be able to confidently discuss their learning from current and previous studies. Pupils will understand how the skills and knowledge gained in geography can contribute to other areas of the curriculum and wider school life.

## Computing

### Intent

At St James’s C.E. Primary School, we believe that technology plays a significant role in society today and needs to prepare the children for a 21<sup>st</sup> century world and workforce. Children are taught the skills and the correct morals, values and ethics to participate effectively and safely in a digital world that can only be achieved through a broad and diverse curriculum. At the core of our Computing Curriculum, children are introduced to a wide range of technology including PCs, iPads and interactive whiteboards allowing them to continually practise, apply and improve the skills that they learn. This ensures that children become digitally literate and allows them to express themselves and develop their ideas through information and computer technology.

### Implementation

Our computing curriculum enables children to become effective users of technology who can:

Use **Computational Thinking** to:

- Understand and apply the essential principles and concepts of Computer Science, including logic, algorithms and data representation.
- Analyse problems in computational term, and have repeated practical experiences of writing computer programs in order to solve such problems.

Use **Computers and Hardware** to:

- Communicate ideas well by utilising appliances and devices throughout all areas of the curriculum.

Use **Digital Literacy** skills to:

- Evaluate and apply information technology analytically and solve problems.
- Be aware of **E-safety**:

We take internet safety extremely seriously and more information can be found in the school’s E-Safety Policy which provides guidance for teachers, pupils and families about how to use the internet safely and responsibly. [Click here](#) to visit our policies website page. Children participate in e-safety lessons throughout each school year (as well as take part in assemblies, out of school activities and Pupil Voice sessions) so that they know how to keep themselves safe online and report any concerns that they may have when using technology. Useful links can be found within our policy so please do take a look.

### Impact

Our computing curriculum ensures that pupils will be digitally literate and be confident in joining digital platforms. They will be equipped with the skills and knowledge to use technology for their own benefit,

most importantly, safely and responsibly. As children become more confident in their abilities in computing, their independence will increase and we hope that they will be able to apply their skills to problem solving, logical thinking and self-evaluation.

## **Design and Technology**

### **Intent**

Design and technology (DT) lessons are an exciting dimension to our practical work. Teamwork, prototypes, preliminary sketches are all used in order to help the children with their techniques. Our DT curriculum is based around topic areas taught within each year group and is supported by planning ideas from Kapow curriculum. All classes will have DT lessons which will happen, or be equivalent to a lesson each week. Classes have the opportunity to explore subjects in greater depth and develop an investigative approach to their studies. We want our children to discover their practical potential and utilise engineering know how in a creative and innovative way.

### **Implementation**

Class teachers use a combination of modelling techniques alongside children's own exploration, demonstrating techniques and safety procedures to ensure that every child in the class can feel their confidence grow and develop. They will then experience success by completing a product that looks good and works well. Lessons progress through research, design and make stages and the skills learned in each section accumulate with the children utilising all of them in their final product design. Children are taught safety procedures when using any tools, and safe working practices are used at all times. Children often showcase their finished products in praise assemblies and work will be displayed around school and shared via the school's social media methods as creating a finished product to the highest level is immensely satisfying for pupils.

Design and Technology touches on many areas, both practical and theoretical, and we want our children to be successful and have fun with all of their design work. Future engineers and designers have to start somewhere, and the classes at school are a great place to begin.

### **Impact**

All children will have the opportunity to collaborate, learn from and react to their and each other's strengths and perspectives. Children will have an insight into how physical products are created and an understanding of the basic concepts used in everyday items. Firm foundations will be laid for future interests and studies. Children will leave school with the confidence that they can design, make and change products and a belief that studies and careers involving design and technology are worthwhile and within their reach.

## **Art**

### **Intent**

Our curriculum aims that pupils, from the youngest age, will develop a sense of creativity, self-expression, enjoyment and excellence in art. Children are exposed to the art, giving that opportunity to experience and participate in range of creative activities and events. Self-esteem and self-expression are encouraged in a safe environment with children having the opportunity to explore, develop and communicate their personal, aesthetic response to experience. Knowledge and skills are developed through a wide range of media and experiences that will introduce pupils to a lifelong appreciation of arts. Children will experience a wide range of cultural heritage through arts opportunities and will understand how art can be used as an expression across different cultures and faiths.

## **Implementation**

Art lessons at St James's C.E. Primary school are supported by the Kapow curriculum. This supports teachers' subject knowledge as well as taking children step by step through a variety of ways of expressing themselves creatively. All classes will have Art and Design lessons which will happen, or be equivalent to a lesson each week. Art lessons take different forms, depending on the medium being used, but each lesson will give the children increased knowledge of the subject in a practical, creative manner, in order to become more competent, confident and motivated artists.

Our curriculum allows children to develop the skills and knowledge to enable them to feel their confidence to grow and develop a sense of achievement when working, as they are guided in their successes and are always being extended or aided to achieve the best that they can. Those children might be reticent to join in due to feeling that they will not be successful can easily take part in step by step, manageable steps and feel a sense of achievement in each lesson. The lessons are progressive and cumulative, with success being at the heart of each one.

Art lessons take different forms across the year and may be topic related where transferable skills and ideas allow. Children's work will be shared as part of celebration assemblies and displayed around school and shared on the school's social media platforms. At certain points across the year, children will be asked to utilise their art skills as part of an inter school or national competition. For example, redesigning the school's values awards, designing the Parish Christmas Card or other national competitions to mark special occasions.

Significant and important artists are discussed and explored in art lessons, assemblies and other areas of the curriculum. Children learn to look at art work in an evaluative way, expressing and justifying their opinions as well as learning techniques and strategies from those who have been successful at art.

## **Impact**

A broad and balanced art curriculum ensures that pupils are taught the knowledge and skills required to express themselves in a variety of ways. Art encompasses many areas of the curriculum at St James's C.E. Primary School and we want our children to be successful and have fun in all disciplines taught. Whether it is drawing, sculpting, sewing, photography, painting or printing, there is an art form for everyone. Children will develop awareness of the emotional impact that art can have on themselves and on others. Our Art curriculum is designed to foster and raise aspirations opening the children up to potential artistic talent. We want children to enjoy having Art in their lives as not only a way of enjoyment, but also as a potential future career as sculptors and painters.

## **Music**

### **Intent**

Music education at St James's C.E. Primary School encompasses many different forms, each of which gives the children knowledge and understanding of the subject in order to become more competent, confident and motivated in musical exploration and performance. Music is so much a part of the children's lives, that they often do not notice it. From 'Music of the week' in assembly where children learn to appreciate a variety of composers and performers to songs used to tidy up or change for P.E. lessons, music is everywhere at our school. Singing is a big part of assemblies and acts of daily worship and children learn a variety of both religious and secular songs to sing together. This bolsters confidence and allows children to attain a sense of achievement when working as a collective. Singing aids language development and self-confidence in a non-

threatening, friendly environment. Children also have the opportunity to join our extra-curricular choir who participate in some very exciting events such as Young Voices, 3 Counties Show and many other fantastic opportunities. In addition, all children participate in class and whole key stage performances at class assemblies, Christmas events and other key times of the school year.

## **Implementation**

The curriculum is designed to not only build awareness but also to raise aspirations and open the children up to not only the potential of music in their lives as a way of enjoyment, and also as a valid career or hobby that they may wish to pursue in the future. 'Charanga' programmes of study support teachers' subject knowledge and confidence with planning, delivery and assessment of teaching of music. Through a well sequenced curriculum, children learn to read musical notation and perform on both tuned and untuned instruments. All children are taught to play the recorder and xylophone in the hope that this will inspire some children to participate in peripatetic lessons and continue with music as either a purposeful and creative hobby or a potential career possibility. Children use their musical knowledge and skills to compose their own music, write musical notation and perform their compositions to an audience.

Our music curriculum is designed to be progressive and cumulative, allowing children to not only revisit previously skills as they progress through the school, but also to improve upon them and feel a sense of achievement as they do so. As the children move through the school, so their lessons change and adapt to reflect their growth. Skills based work extends into exploration of world music, which in turn develops their ear for melody and rhythm, thereby giving them confidence to begin analysing music they hear with the correct language and terms. This approach allows children to feel a sense of success are built into the lessons ensuring that all can take part.

## **Impact**

Our music curriculum focuses on progression of knowledge and skills in different musical components and discrete teaching of vocabulary. Pupils evaluate their own progress and success as well as teachers making careful observations of pupils' confidence in discussion and participation in music lessons, assessing against the National Curriculum expectations. The success of our music curriculum is also demonstrated through pupil voice and participation in extra-curricular opportunities and individual lessons to learn a musical instrument. Conversations about musicians and composers that children have been exposed to are part of everyday life at St James's.

## **Assessment**

At St James's C.E. Primary School, we use a range of different forms of assessment. These are outlined briefly below and give an overview of how we assess.

### **Formative assessment**

Formative assessment is the most important method of assessment that takes place at our school. This method of assessment does not include formal testing. Instead it is about how the children's class teacher assesses each child through their daily interactions to find out how well they understand their learning. Formative Assessment is well established throughout our school and the use of questioning, observation and feed back will continue to be key part of formative assessment. Teachers find out this valuable information through different means. For example, teachers will ask a range of questions in a lesson and judging by a child's response, the teacher will assess whether the child will need additional support or needs to be further challenged or are at the appropriate point in their learning. Using this information, teachers will be able to re-direct their lesson immediately to meet the needs of the learners in their class that moment.

Teachers provide pupils with concise feedback that will move and deepen the child's learning.

### **Accumulative assessment and testing**

Children in years 1 to 6 will take part in termly testing in maths, reading and grammar, punctuation and spelling. We currently use Rising Stars NTS tests. The information gained from testing can be analysed closely using professional dialogue between teachers, subject leaders and senior leaders as part of pupil progress discussions to inform us of any gaps in learning. This information informs planning for the next cycle of learning and allows us to ensure that we have the necessary resources in place to support all of our pupils to make the best progress possible. Test results, alongside formative assessment are monitored and tracked extremely closely and allow us to put the necessary support in place for those who require some additional help and those who need to be further challenged.

### **Ongoing assessments**

All other subjects are assessed continuously through the year. Teachers keep careful records of how children respond and perform in each lesson and end of year judgements are made against the National Curriculum expectations. This information is shared with families and the child's next class teacher.

### **Early years**

In the Early Years, a profile is kept for each child. This is a report of children's development and achievement at the end of the reception year.

Assessment is ongoing throughout the EYFS but the official EYFSs profile for each child is completed in the final term of reception. The assessment takes place through observation of children's learning and development as they take part in everyday activities and planned observations where teachers spend time on a specific task with an individual child or small group.

### **Statutory assessment**

At different points in primary school, children are required to sit statutory assessments, which are briefly outlined below.

#### **Year 1 Phonics Screening:**

Towards the end of year 1, children will conduct a simple test with their class teacher to determine if they have met a set threshold in their phonetic knowledge. The children are required to read 40 words to their teacher who will assess how well this is done. Check marks are communicated with parents in their child's annual report.

#### **End of Key Stage 1 Assessments:**

In the Summer Term of Year 2, pupils will sit a Writing, Reading and Mathematics test which the children will know as 'tasks'. They will be done with the class teacher in the children's usual classrooms setting and children will not recognise that they are sitting tests. The tests are marked by the class teacher and are used to support the class teachers' existing knowledge of the child's learning. An attainment level is then reported to parents.

#### **Multiplication check – year 4**

This purpose of this online test is to establish whether pupils can recall their times tables facts accurately and fluently. It helps schools to identify pupils who do not have this knowledge secure and implement any interventions necessary.

### End of Key Stage 2 Assessments:

Towards the end of Year 6, pupils will sit an English Grammar, punctuation and spelling test, along with reading and maths tests. These are commonly referred to as 'SATS'. These tests are sent away to be externally marked and the results are then reported to school and school will then report a level of attainment to parents.

### Parental and family involvement

Pupils are continuously supported and encouraged to reflect on their learning and be involved in self-assessing their own learning. Children will know what they need to do next to improve their learning. Progress information is shared termly with parents at Consultation Meetings. Teachers will meet formally with parents 3 times a year, however we are very proud of our 'open door' mentality at St James's C.E. Primary School and parents are more than welcome to have an informal chat with teachers by making contact with the school office who will arrange for the appropriate member of staff to make contact the same day.

We encourage parents and carers to be involved as much as possible with their children's learning; there are regular opportunities for parent/ carer engagement with the school from Consultation evenings, special assemblies and school events. Termly Curriculum letters are written by class teacher so that families are fully informed about what their children will be learning in the forthcoming term across all subjects.

### Curriculum enrichment

At St James's C.E. Primary School, raising aspirations of all of our children is at the heart of everything that we do. As well as the day to day taught curriculum, we believe that by offering children rich and creative learning experiences we provide them with a wealth of opportunity and experiences that will help to shape them. These experiences may be trips to local areas of interest, visits from experts such as authors or residential trips to further afield.

### Extra-curricular activities

As well as trips and visits, we offer an extensive range of extra-curricular activities. These clubs are open to all and offer children opportunities to try something new or take part in something that they are also interested in outside of school. Clubs may be run by members of staff while others will be provided by external providers such as ACE coaching. All clubs contribute to and extend children's learning in school, wellbeing and mental health and holistic development. We are passionate about our extended curriculum being open to all of our children.

### Home learning

Home learning is communicated weekly, throughout school. Our youngest year groups have weekly 'Handy Hints' letters, informing parents of target sounds, spellings and fluency maths activities as well as topic based information so that families can support learning and talk purposefully about it at home. In Key Stage 2, weekly spellings with follow up activities are sent home to aid retention of spellings as well as understanding definitions in context. Weekly maths tasks are also set. Pupils in Key Stage 2 also have access to Century, where class teachers may set 'nuggets' to support and extend children's learning. Research based activities may also be set at the beginning of a new topic.

## **Celebration of learning**

Children's efforts and achievements are continually celebrated with REACH points, values awards and visits to the senior leadership team to share children's hard work. Weekly praise assemblies give children to opportunity to celebrate each other's achievements and to see examples of pupils' work. Certificates for times tables and spellings are shared weekly and special mentions certificates are distributed half termly for pupils who have shown particular strengths or commitments.