



St James's
Church of England

Primary School

The Curriculum at St James's

Engage and Excite Encompass the whole child

Excellence for all

Vision

We will endeavour to instil a love of learning in our pupils, preparing them for the next phase of their lives and enable them to prosper *(School vision)*

At St James's, we have developed a question based curriculum, where children learn through meaningful questioning and exploration. Teacher aim to spark curiosity and support pupils to develop personal learning skills and a lifelong love of learning. Our broad and balanced curriculum is full of experiences planned to engage and excite. Year groups have termly visits and visitors, stunning starts and fabulous finishes and practical lessons where possible. Learning Ambassadors provide the pupils with a voice to directly influence and develop the teaching and learning within school.

Our curriculum reflects the school's pride in local industrial heritage and we have worked closely with Historic England to ensure that our children have a clear understanding of the significance of the area in which they live. In unison Geography field work is intergrated into all units of work and is designed to build pupils' sense of place within the local area and beyond.

Engage and excite

Our Christian Values are at the heart of all that we do; nurturing a sense of belonging and shared identity. It is our vision that all of our pupils will have courage and belief in themselves, to follow their dreams *(School vision)*

Pupils academic and personal development are nurtured side-by side as they travel through school. Beyond the academic a wider framework of spiritual, physical, intellectual, emotional, moral and social development has been developed to enables our children to flourish.

Through our curriculum and school vision, 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. We aim to ensure that pupils are independently minded, courageous and confident citizens of the future.

Encompass the whole child

Excellence for all

In a safe and nurturing environment, we support each child to reach their full, God given potential. High aspirations are set so that every child has every opportunity to fulfil their dreams. *(School vision)*

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. High quality teaching and well-planned learning activities, means that children of all abilities experience success, challenge and enjoyment across all subjects.

Pupils' cultural capital is well developed due to adults knowing pupils well - this enables us to adapt our provision to bridge gaps. Cultural capital is also considered at every strategic level through the design of our wider curriculum opportunities and experiences.

Learning behaviour are explicitly modelled, taught and recognised. Our Learning gems have been specifically selected to meet the needs of our pupils and provide a common language for children to identify, discuss and improve their own learning behaviours.



Big Ideas

- ✓ Subject leads supported by over-arching leads
- ✓ Knowledge based
- ✓ Broad and balanced
- ✓ Builds on prior learning
- ✓ Local links
- ✓ Prepares pupils for a happy, healthy, fulfilling future in modern Britain.
- ✓ Prepares our children for the next stage in their learning (KS1, KS2, Secondary school)
- ✓ Stunning starts and Fantastic finishes
- ✓ Now Press Play
- ✓ Staff support through regular internal CPD, magpie sessions and external CPD, subject knowledge videos



Content and Sequencing

- ✓ Builds upon the National curriculum and EYFS curriculum
- ✓ Curriculum design informed by subject experts
- ✓ Medium term plans devised by subject leaders
- ✓ Progression document which maps knowledge from playgroup to Year 6.
- ✓ Vocabulary progression mapped from Playgroup to Year 6
- ✓ Early Reading has a fidelity to Little Wandle



Links and wider links

- ✓ Everybody reads (reading across the curriculum)
- ✓ Topic books available in book corners
- ✓ British Values (mutual tolerance, respectful attitudes, rule of law, individual liberty and democracy)
- ✓ School Values
- ✓ Fairtrade school
- ✓ International link with Nepal – Classroom in the clouds



Cultural capital

- ✓ Agreed and shared definition of cultural capital
- ✓ Trips and visitors (including places of worship)
- ✓ Stereotypes avoided
- ✓ Pupils take part in competitions
- ✓ Range of extra curricular activities
- ✓ Starting points and gaps in knowledge identified
- ✓ Wider curriculum including theme weeks
- ✓ Inspirational people



Research informed

- ✓ Spaced retrieval practice through: quizzes, challenge questions, concept mapping, working wall, vocabulary jar
- ✓ Cognitive load considered and golden nuggets identified for each lesson
- ✓ Rosenshine's principles inform planning and delivery
- ✓ My turn, our turn, your turn



Support

- ✓ Inclusion for all pupils
- ✓ BRAG cups
- ✓ 3 before me/ B board
- ✓ Scaffolding to ensure access for all
- ✓ Pre-teaching
- ✓ Responsive teaching in all lessons using AfL
- ✓ Mini-plenaries used to address misconceptions
- ✓ Questioning used effectively to check understanding



Challenge

- ✓ BRAG cups
- ✓ Stretch planned into every lesson
- ✓ Responsive teaching in all lessons using AfL
- ✓ Questioning used effectively to challenge thinking
- ✓ Learning gems
- ✓ Growth mindset promoted



Assessment and Progress

- ✓ Progress of pupils is tracked by subject leaders
- ✓ Summative assessment informs WASPs and planning
- ✓ Demonstration of knowledge acquired planned for
- ✓ Mind maps show knowledge gained

Shared Pedagogy

- ✓ Assessment for Learning informs teaching
- ✓ LO, success criteria and golden nuggets
- ✓ Engaging and appropriate resources are used
- ✓ Learning is scaffolded and stretch is provided but not for the same pupils every lesson- staff use AfL to identify who needs which. We don't cap pupil potential
- ✓ Mini plenaries are used to reinforce learning points, tackle misconceptions and assess pupil understanding
- ✓ Teaching assistants have been given clear and purposeful role in each lesson. They aim to develop independence (scaffolding pyramid)
- ✓ Links are made explicit
- ✓ Teachers model and think aloud
- ✓ New material is delivered in small steps
- ✓ Teachers are mindful of cognitive load
- ✓ Splits starts are used
- ✓ Each lesson begins with a flashback (retrieval practice)
- ✓ Responsive teaching including live marking
- ✓ Fluid guided groups for all ability levels
- ✓ Learning is scaffolded and stretch in all lessons
- ✓ Talk partners
- ✓ Mix of collaborate and independent learning across the week.
- ✓ Range of questioning – open , closed, multiple choice
- ✓ Whenever possible involve all learners e.g. point to answers, whiteboards, think pair share

Learning before the scheme

- ✓ Plans are adapted by staff to meet the needs of their pupils
- ✓ Pupils' knowledge is established before the unit starts e.g. through KWL grids and teachers adapt the unit in response
- ✓ Suggested lessons may be broken down further
- ✓ Additional lessons will be added where required
- ✓ Lesson activities are adapted to meet the needs of the pupils in the class including stretch and support
- ✓ Focus on the component knowledge to achieve the composite

Knowing more and remembering more

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