

ST PATRICK'S CHURCH OF ENGLAND PRIMARY SCHOOL



Over-arching Statement on Curriculum

The curriculum provision at St Patrick's CE Primary School enables all pupils to live out our school vision. We want every child to feel valued and cared for and to understand that they are special to God, so that they can explore the world confidently, showing tolerance and respect towards others and with all the knowledge and skills needed to have a fulfilling life.

Learning at St Patrick's CE Primary inspires our children to discover, explore and use their knowledge, skills and understanding to develop their understanding of the world we live in. Pupils' learning is at the heart of everything we do. We recognise that a curriculum has to be broad and balanced and offer pupils opportunities to grow as individuals as well as learners. A primary focus of the curriculum is to provide a purpose and relevance for learning and ultimately help every individual pupil find their strengths and interests. This curriculum is underpinned by our Christian Values.



We provide all pupils with a strong foundation for learning, ensuring they are well prepared for the next stage in their learning journey. We believe that knowledge precedes creativity so each unit of learning is carefully selected to maximise pupils' knowledge, skills and understanding. We also believe that children remember best when they are engaged in a theme, so selecting units of work that will inspire and motivate the children is paramount in our decision-making. Throughout our curriculum, pupils acquire the necessary behaviours and habits to become effective life-long learners, developing enquiring minds and igniting their curiosity. All pupils are challenged in their school life; learning from failures and celebrating successes; we believe in a growth mindset approach. Our curriculum encourages individual pupils, regardless of their starting point, to develop a passion for learning and a real thirst for knowledge.



The curriculum is coherently planned and sequenced allowing all pupils to further deepen their knowledge, skills and understanding in all aspects of learning. We recognise that the key skills of reading, writing, oracy and numeracy are crucial in equipping our pupils with the necessary skills to be successful. We also understand that test outcomes are not our sole purpose. Therefore, we enhance our curriculum providing our pupils with a wide range of new and exciting learning experiences such as learning to play a musical instrument, participating in school and local performances, extensive swimming lessons and extra-curricular clubs as well as attending educational trips and inviting a range of visitors into school. We have achieved the Arts Mark silver award and are members of the Music Mark in recognition of the work we do.

Our curriculum enables pupils to deepen their understanding of Christian values, which is at the heart of our provision. Pupils also develop their understanding of British Values through direct teaching as well as references in Collective Worship, with our oldest children involved in the South Lakes Pupil. At St Patricks we firmly believe that our pupils should be given the opportunity to have a voice and to develop their leadership skills. Within school, pupils take on active leadership roles such as school council, House captains and Y6 buddies for Reception children.

Through the curriculum we provide opportunities for our children to:

- develop their own spirituality
- be respectful of other cultures and beliefs;
- be aware of and celebrate diversity and commonality;
- have respect for and value other people, their ideas and opinions;
- be able to develop good interpersonal skills;
- be adaptable;
- be aware of and show an interest in global issues.



We have strong links with our church community and engage with the wider community by establishing positive relationships through our open -door policy. Parents are fundamental in their child's development and as a school, we encourage this through parent meetings, workshops, curriculum events, sports days, school fairs and performances.



Curriculum Implementation

Curriculum maps and medium terms plans have been created for EYFS, KS1, LKS2 and UKS2, ensuring clarity of the Early Learning Goals and National Curriculum coverage. Some of our content is subject specific whilst other content is combined in a cross-curricular approach enabling us to put knowledge into context. Our curriculum has a strong emphasis on progression of knowledge, skills and understanding.

The Three Types of Learning: Knowledge, Skills and Understanding

Knowledge refers to factual information. Knowledge is relatively straightforward to teach and assess. Children can be taught the knowledge they need to know but can also research the knowledge they have to learn.

Knowledge is continually changing and expanding.

Skills refer to things children are able to do. Skills have to be learned practically and need time to be practiced. Skills are also transferable and tend to be more stable than knowledge – this is true for almost all school subjects.

Understanding refers to the development or 'grasping' of conceptual ideas, the 'lightbulb' moment that we all strive for. Understanding is always developing.

Promoting Enquiry

It is important that children are engaged in the learning process, so giving opportunities to ask questions prior to study is important. However, before asking them to think of questions, they need to have explored aspects of the topic first and have some hands-on experience. Therefore, we begin our topics by giving pupils the opportunity to gain a better understanding of what will be taught through visits or visitors coming into school. We also teach children to use higher order questioning and specific vocabulary to enable them to express themselves accurately when asking and answering questions.



Assessment of Learning

Summative assessment is used each term to assess the Core subjects in KS1 and KS2. Assessment for Foundation subjects is based on assessment for learning. Learning objectives are linked to key subject knowledge so that both pupils and teachers can assess learning.

EARLY YEARS FOUNDATION STAGE

In our EYFS at St. Patrick's CE Primary School we aim to provide a broad and enriching environment which builds upon learning from home and experiences in other settings. We recognise that all children are unique; and we provide opportunities for the children to become resilient, self-assured and confident in their own abilities. We work in partnership with parents and carers to share each child's learning journey and celebrate the 'Wow' moments on their journey.

At the heart of our Early Years curriculum is a commitment to ensuring that pupils enjoy a secure, safe and happy start to their time at our school. Staff are committed to enabling high quality, stimulating environments and we strive to ensure children feel safe, secure and confident to be able to explore and learn through play. We encourage our children to start their learning journey by accepting them individually and creating a learning environment based around the characteristics of effective learning which encourage challenge, determination, being positive, taking a risk, building relationships, problem solving, creativity and being independent.

We provide a curriculum that accesses learning opportunities both inside and outside. We work on giving the children lots of experiences, encouraging the children to try new things and enjoy the challenge of a new experience. This environment, supported by adult interactions, provides the building block for the children to explore and develop their own interests and ideas. Our curriculum has been designed to inspire children to develop a love of learning through Personal, Social and Emotional Development, Physical Development and Communication and Language, including language in all aspects of the curriculum.

It is our intent for all children to reach the Early Learning Goals at the end of the Foundation Stage as well as ensuring a smooth transition into the next Key Stage.

Implementation

Throughout the EYFS at St. Patrick's School, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, updated in September 2021 by the DfE. This framework specifies the requirements for learning and development in the Early Years and provides prime and specific areas of learning.

We have a curriculum that is child-centred and that is based on themes which engage the children. We encourage active learning to ensure that the children are motivated and interested. We take time to get to know the children's interests and their likes to support learning. All areas of the EYFS curriculum are planned for to ensure that there is a broad, balanced and enriching learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Throughout the EYFS curriculum at St. Patrick's School are three Characteristics of Effective Learning.

- Playing and exploring – children investigate and experience things, and 'have a go'
- Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

These elements underpin how we reflect on each child's development and adjust our practice accordingly. Supporting children in their individual learning behaviour and observing the context of children's play is essential.

What does learning look like in EYFS?

Adults working with children to support the development of skills, language, knowledge and understanding. The Strong Foundations document emphasises the role of adults in making skill-based learning explicit and not just leaving learning "to chance". We all have an increased awareness of the need to get alongside children in their play to model and provide curious commentary that will empower children with ideas and language, rather than just observe/interrogate them.

Within our provision you will find a combination of adult directed learning in defined areas and carefully planned play-based experiences where children can practice their skills with opportunities to explore their own interests.

Are children active learners?

Is the curriculum learning driven rather than activity driven?

We use our knowledge and assessment of the children to plan the activities. We ensure we have a good understanding of the purpose of the activity, target particular children who have gaps in their knowledge, plan-ahead for meaningful interactions and know possible next steps.

