

Curriculum Overview

Our Intent:

The aims of a programme of education including the knowledge and understanding to be gained at each stage

In devising our curriculum, planned specifically for the children of our school, our intent for children's learning and school experience is encapsulated in our vision statement below:

Our Vision

We strive, with God's grace, to enable every child to grow academically, socially, morally, spiritually and culturally in the knowledge they are loved by God and are safe and valued within our school community. Our core Christian values are woven throughout our curriculum and wider school ethos to fully prepare each of our children to achieve the highest holistic outcomes.

Our mission statement, "And the child grew and became strong..." (Luke 2:40) embodies our vision and commitment to equip children with the knowledge, values and tools to enable them to thrive and flourish, embracing both success and challenge, prepared for "life in all its fullness." (John 10:10)

Our curriculum is inspired and influenced by our identity as a Church of England school and responds to our knowledge and understanding of our school community and their lived experience as children from many different areas of Liverpool. We seek to include the strong historical and cultural heritage of our local area within a curriculum offer shaped and adapted to provide a purposeful, meaningful, motivating learning experience within and beyond the requirements of the National Curriculum.

The following link details, more fully, our school [Curriculum Intent Statement](#)

Learning has carefully sequenced coverage in all subjects via subject specific threads which build on prior learning and facilitate the future acquisition of knowledge and skills.

Implementation:

Translating the intent/aims over time into a structure and narrative, within an institutional context

Subject leaders' progress documentation clearly details what pupils will be expected to know by the end of a unit of work. This forms the basis for all planning. This is assessed before pupils begin and reassessed at the end to measure progress, this being understood as 'what do pupils remember and can do now that they couldn't before'.

Experts in Music, French and Computing are employed on our teaching team, to ensure the highest possible standard of teaching throughout the curriculum, working directly with children throughout the school and coaching other staff to ensure high quality learning.

Although work is differentiated and scaffolded appropriately, we operate a "high aspiration, challenge without limits" approach. All classes are mixed ability and pupils are encouraged, and given the opportunity, to challenge themselves to try the work of whatever degree of difficulty. We believe this removes barriers to their own and our expectations, cultivates self-belief and increases aspiration.

We seek to exploit all opportunities for our children's lives and learning to benefit from **learning outside the classroom**. This includes trips, residentials, visitors, workshops and creative continuous provision approach for our younger children. Through this approach we provide context to our classroom learning and real, challenging experiences that enable our pupils to grow in confidence, independence and resilience.

Oracy - Speaking and listening opportunities are threaded into lessons and pupils and staff are expected and encouraged to use 'Standard English' at all times. This is sequenced and cohesive through our carefully planned progression of skills in each year group. This impacts upon writing standards, as well as pupils' confidence and ability to express and justify their opinions in a variety of contexts including debating, 'Votes for Schools' and persuasive writing. Through this, pupils learn the devices and techniques to best present their point of view, consider the views of others and contribute effectively to discussion and debate.

Vocabulary provides the tools to speak and write with greater clarity and precision. We actively seek opportunities to extend the range (number of words) and depth (synonyms and antonyms) of vocabulary of our pupils by the addressing of unfamiliar/challenging words in all lessons and informally whenever practicable. Key subject-specific and technical vocabulary is identified in planning, specifically addressed with pupils and monitored by subject leaders. Displays around school, weekly newsletters and year group homework 'spelling lists' are also used to showcase and promote vocabulary development for all.

Impact:

Evaluating what knowledge and understanding pupils have gained against expectations

"Feedback is the rocket fuel that propels the acquisition of knowledge and without it no amount of practise is going to get you there." Matthew Said (Bounce - the myth of talent and the power of practice.)

Throughout our curriculum, pupils are required to **use** their acquired knowledge and skills to demonstrate their understanding. This can be through direct questioning, demonstration, or in response to challenging questions and subject-specific tasks which require pupils to justify their responses. This is assessed through both formative and summative assessment practices.

Formative Assessment and Verbal Feedback:

This is the foundation of our assessment and feedback strategy and is the engine for driving learning forward. Ideally, formative assessment and verbal feedback on how to improve is given at the point of learning or as soon after as possible during the lesson. This can be to individuals, groups or the class as appropriate. All lessons are assessed afterwards through a review of the work done and any knowledge, concepts, skills or understanding that need to be readdressed, consolidated or developed are noted in teacher's personal assessment and feedback diaries and planning adapted appropriately.

Feedback, formulated from these teacher diary notes and also informed by LSA observation diaries, is given at the start of the next lesson (*Formative Five*) and addresses important points that have been noted from the end of lesson review – including misconceptions; specific learning and consolidation points; and sharing of excellence and notable achievements identified in pupils' work. The lesson may then develop and address these further depending on the teacher's informed judgement. (see feedback & marking policy for more detail).

Summative Assessment:

Pupils in Years 1-6 complete NFER standardised tests in **reading, SPaG and mathematics** at the end of each term. Writing is teacher assessed and moderated across the year group as well as with local network schools and, in years 2 & 6, wider city school moderation. Pupils are assessed in these core subjects as Below Age Expected Standard, Working Towards Age Expected Standard, At Age Expected Standard or at Greater Depth.

This gives us clear, tracking data as to how effective teaching and learning has been, in terms of individual pupils attaining expected or accelerated progress. Formative, question level analysis of the tests enables us to identify specific areas that require particular attention and respond by adapting planning for future learning.

R.E. is assessed and recorded in accordance with Diocesan guidelines and recorded in keeping with our tracking system, using identified assessment ladder symbols, matched to the Questful RE syllabus.

We test the retention of knowledge at the end of each unit in each **foundation subject** and use this alongside National Curriculum objectives to teacher assess children's attainment and progress. Pupils are assessed as Working Towards Age Expected Standard, At Age Expected Standard or at Greater Depth. This is used to monitor and track achievement and progress throughout their time at our school and to inform subject leaders' strategic priorities.

We have introduced 'Mastermind Quizzes' designed by subject leaders to assess the longer-term retention of specific knowledge, considered particularly relevant or essential for secure progression and building upon previous learning within future planning. These 'Mastermind Quizzes' are to be assigned against a whole-school (Y1-6), consistent timetable as homework tasks; in doing so, it is intended that these will provide class teachers and subject leaders with valuable formative data whilst, at the same time, familiarising parents/carers with the content of learning in each curriculum subject.