

# St Blasius Church of England Primary Academy



We aim for the highest standards and our vision for each child is for them to;  
'Enjoy and achieve in life in all its fullness, following in the footsteps of Jesus  
'With God all things are possible' Matthew 19:26

## Curriculum Policy

**Date Agreed:** September 2022

**Review Date:** September 2024

**Signed:** \_\_\_\_\_

**Chair of Governors**

### Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	September 2020	AA		Reviewed policy
2				
3				

Intent

Confidence

Aspiration

Opportunity

Two yearly markers

Breadth of study

Implementation

Spaced learning curriculum

Teach Practise Apply

Interleaving

Retrieval

Cultural capital – episodic

Cultural capital- language

Contextualised learning

Impact

Progression – Non Negotiables

Student conferencing

Summative Assessment

Monitoring

Christian Values – Friendship, Endurance, Wisdom

Our Christian values of Love Courage and friendship permeate through every aspect of life here at St Francis Catholics and Church of England Academy as such is a key driver for our curriculum.

## 1. Intent

### Our curriculum aims to:

Learning is the purpose of the whole school and is a shared commitment. At St Blasius Church of England Academy, we recognise that education involves children, parents, staff, governors, the community, Diocese of Chichester Academy Trust and that for the optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to embed these learning characteristics:

### Aspiration:

At St Blasius we aspire to be the best we can be through perseverance and self-challenge, taking pride in ourselves and our work, knowing that we are not going to always get things right the first time and our mistakes will make us grow.

### Opportunity:

At St Blasius, we seek to develop an awareness of the wider world and our community and broaden our horizons through first-hand and practical experiences in order to enable us to become successful, tolerant and open-minded citizens. This learning is designed through episodic learning to help children to contextualise their experiences whilst building cultural capital.

### Confidence:

At St Blasius, we build our confidence and courage to take risks and consider other people's opinions as well as voice our own. We understand the importance of not being able to do things 'YET' and we have the positive learning attitudes that enable us to independently explore choices and ideas.

### Breadth of Study

At St Blasius, we aim to provide links between topics to ensure that the children progressively build knowledge whilst ensuring that the children have had multiple opportunities to cement the skills specifically needed for that subject. This is intended to ensure the children's knowledge moves from semantic to procedural (long-term) knowledge.

## 2. Implementation

### Spaced Learning

Using Ebbinghaus's research the St Francis curriculum uses spaced learning to ensure that children have multiple opportunities to build upon the skills needed within each subject to move semantic knowledge to procedural knowledge.

### Structure

Each term will have an expectation of 10 sessions completed (a session could span more than one lesson) this allows for episodic learning activities to take place.

Subjects have planned times to be delivered within the school day, see *appendix one*.

### Retrieval, Teach, Practise, Apply

At St Francis, we have developed key elements of pedagogy that we expect to see within teaching. All lessons will have a clear model. Based on Barb Oakley's 'active practice' research the children will have opportunities for guided and independent practice. It is then

expected that children will have the chance to 'apply' learned skills to real-world scenarios using a range of dynamic learning styles.

#### Learning Journeys

Each subject will have a clear learning journey that allows the child to repeat and practise the vital skills to again support knowledge being committed to long-term memory.

#### Retrieval

From the research of, Pooja K. Agarwal Ph.D. and [www.retrivalpractice.org](http://www.retrivalpractice.org), St Francis is developing this pedagogical technique to commit information to long term memory and support deeper thinking through metacognition, quizzes and knowledge organisers.

#### Cultural Capital

At St Blasius, the curriculum will aim to decrease 'knowledge gaps' through giving experiences of the 'embodied state' and 'Institutionalised state'. The children will have the repeated opportunities to learn the Tier 2 and 3 language, (A.Quigley 2018) to allow them to access the curriculum. They will also have episodic opportunities to visit places they need to 'conextualise' the understating of taught concepts.

#### Interleaving (pilot 2022-23)

This technique is being developed on the research from B.Oakley, T.Sejonwski and A.McConville to support spacing and retrieval. Children will have the opportunity to revise skills that they have learned in previous sessions through the use of low stakes testing

#### Phonics Curriculum

In term 6 of 2022- 2023 academic year, St Blasius will transition to use Read, Write Inc as the main phonics scheme throughout the school.

### **3. Impact**

#### Assessment

For all information on the processes and procedures for assessment see our Assessment and feedback policy.

#### Monitoring

Governors and leaders monitor whether the academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- *School visits*
- *Reports from the Principal*
- *Curriculum updates from subject leaders*
- *Meeting with pupils*

Monitor the way their subject is taught throughout the school by:

- *Lesson observations*
- *Learning walks*
- *Pupil surveys*
- *Book looks*
- *Data analysis*
- *Monitoring – planning and timetables*

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Principal. At every review, the policy will be shared with the full governing board.

### To be the best you can be

That all children have a sense of high self-esteem, self-worth, confidence and resilience. They develop self-perception and are happy to accept others for who they are. They make positive contributions to their own lives and the lives of others.

## **4. Inclusion**

- Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:
  - More able pupils
  - Pupils with low prior attainment
  - Pupils from disadvantaged backgrounds
  - Pupils with SEN
  - Pupils with English as an additional language (EAL)
- Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, and ensure that all barriers are addressed to enable every pupil to achieve.
- Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **5. Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **6. Roles and responsibilities**

### **6.1 The governing board**

The governing board will monitor the effectiveness of this policy and hold the principal to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The academy is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes english, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

## **6.2 Principal**

The principal is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## **6.3 Other staff**

- Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Single Equality Policy
- Teaching and learning policy

## Appendix

Appendix 1

Timetable Breakdown <i>This is a guide and can be adapted with the approval of the principal</i>	
Single subjects taught termly	
Maths	x 5 session
English	x 5 session
Guided reading	x 5 sessions
Religious Education	x 2 sessions
Science	x 2 sessions
Physical Education	2 hours
Phonics	Key stage 1 x 5 sessions
Paired subjects 45 minutes (taught half termly)	
Geography	History
Music	Languages
Design Technology	Art and Design
PDL	RSE
Computing	Spare subject
Other expectations within timetable	
5 x class book sessions	
2 x mile run	



## Characteristics of Effective Learning

	The St Francis Pupil	Positive Relationships	Enabling Environment
	Observing how a child is learning.... What would we see?	What adults could do...	What adults could provide...
<b>Learning Value: ASPIRATION</b>			
<b>Statement</b>	At St Francis we aspire to be the best we can be through perseverance and self-challenge, taking pride in ourselves and our work, knowing that we are not going to always get things right the first time and our mistakes will make us grow.		
EYFS	<ul style="list-style-type: none"> <li>➤ Children engrossed in their learning</li> <li>➤ Happy to have a go</li> <li>➤ Independently initiating their own challenges</li> </ul>	<ul style="list-style-type: none"> <li>➤ Build positive relationships with the children through interactions</li> <li>➤ Model positive attitudes to their learning</li> <li>➤ Praise effort and attitude</li> <li>➤ Encourage and support</li> <li>➤ Understand the individual needs of each child</li> <li>➤ Inspirational learning activities</li> </ul>	<ul style="list-style-type: none"> <li>➤ A stimulating, safe and supportive learning environment where children are encouraged to take risks</li> <li>➤ Well-resourced, accessible and organised classrooms</li> <li>➤ Models for success</li> <li>➤ Opportunities for and a culture of assessment for learning</li> </ul>
Year 1 & 2	<ul style="list-style-type: none"> <li>➤ Learning through exploring and making mistakes and persevering</li> <li>➤ Can evaluate their own progress and identify areas to improve</li> </ul>		
Year 3 & 4	<ul style="list-style-type: none"> <li>➤ Sustain high levels of engagement and self-motivation</li> </ul>		
Year 5 & 6	<ul style="list-style-type: none"> <li>➤ Be excited about their future</li> </ul>		

## Learning Value: OPPORTUNITY

Statement	At St Francis we seek to develop awareness of the wider world and our community and broaden our horizons through first-hand and practical experiences in order to enable us to become successful, tolerant and open-minded citizens		
EYFS	<ul style="list-style-type: none"> <li>➤ Participate in off-site trips</li> <li>➤ Be involved in rich and wide-ranging discussions</li> <li>➤ Engage in communications with people from a range of backgrounds, cultures and professions</li> <li>➤ Take advantage of extra-curricular activities offered</li> </ul>	<ul style="list-style-type: none"> <li>➤ Organise trips and visits in the locality and beyond</li> <li>➤ Facilitate discussions</li> <li>➤ Provide opportunities for interactions with people from a range of backgrounds, cultures and professions</li> <li>➤ Give opportunity to learn a MFL</li> <li>➤ Offer extra-curricular activities</li> <li>➤ Provide for the wide-range of learning styles and preferences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Range of resources relating to trips and visits</li> <li>➤ A variety of off-site visits, locally and beyond</li> <li>➤ Celebrations of the experiences (including visual displays and communications)</li> </ul>
Year 1 & 2			
Year 3 & 4			
Year 5 & 6			

## Learning Value: CONFIDENCE

Statement	At St Francis we build our confidence and courage to take risks and consider other people's opinions as well as voice our own. We understand the importance of not being able to do things 'YET' and we have the positive learning attitudes that enable us to independently explore choices and ideas.		
EYFS	<ul style="list-style-type: none"> <li>➤ Speak articulately and enthusiastically to a wide range of audiences about their learning and experiences</li> <li>➤ Recognise and celebrate their accomplishments and achievements</li> <li>➤ Share their thoughts and feelings and show respect when listening to those of others</li> <li>➤ Take risks and make decisions with their learning</li> <li>➤ Seek challenges</li> <li>➤ Have the desire to represent themselves and others</li> <li>➤ Be independent, but know when to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide opportunities to speak and listen to a wide-range of audiences and in a variety of contexts for a range of purposes</li> <li>➤ Celebrate the children's accomplishments and achievements</li> <li>➤ Follow the academy's reward system consistently</li> <li>➤ A strong PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>➤ Clear and consistent expectations and routines</li> <li>➤ Reflect and celebrate the achievements of the children within the class and wider community</li> <li>➤ Create a culture where positive learning attitudes and perseverance are recognised and celebrated</li> <li>➤ Allow pupil voice to be heard and drive direction and decisions</li> <li>➤ Create opportunities for independence</li> </ul>
Year 1 & 2			
Year 3 & 4			
Year 5 & 6			

Appendix 3:

Appendix 3

Core Subjects	
Maths	
English	
Science	
Religious Education	
Foundation Subjects	
Music	
Art and design	
Design and Technology	
Computing	
Citizenship & RSE	
Languages	
Geography	
History	
Physical Education	
EYFS	