St. Nicholas Priory CE VA Primary School & Nursery

'I come not to be served but to serve' Matthew 20.28

Curriculum Policy

Intent

Our curriculum is knowledge rich and skills based with a clear sense of purpose; we believe that children should be agents of their own learning and empowered to be learners with high ambitions. We want our children to produce exceptional outcomes whilst developing their curiosity, imagination, resilience and self regulation. We want to produce courageous leaders, risk takers, explorers and more than anything else, young people who care about the well-being of their friends and families, their communities and the planet. We believe that all children should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Curriculum Aims

Governors and staff believe that the development of pupils spiritually and pastorally plays a significant part in their ability to learn and achieve. We therefore aim to deliver an education that provides children with curriculum opportunities that embed our PATHS programme of study, supporting British Values democracy, rule of law, individual liberty, mutual respect, diversity and tolerance alongside our Christian Values: aspiration, compassion, service, forgiveness, trust, and love. In addition, we endeavour to explore and deepen children's understanding of a variety of skills and knowledge based on the National Curriculum and beyond. We aim to ensure our children move on as successful learners, confident individuals and responsible members of 21st century modern Britain.

A broad and balanced curriculum encompasses more than our daily subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to be *Ready, Respectful, Safe*, how to have tolerance of others and good mental health. The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum.

Quality First Teaching at St Nicholas Priory, means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing children's progres.

- Staff have high expectations of themselves and all of the children. Every adult (as well as the children) a learner.
- Teachers impart knowledge accurately and with enthusiasm.
- Teachers take into account prior knowledge and experiences and build upon this in a systematic way.
- Highly focused lessons with sharp questions or objectives.
- High demands of child engagement for learning.
- High levels of interaction for all children and teaching adults.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through talk; with peers, adults and the wider community.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Inclusivity is achieved through scaffolding, peer support and individualised knowledge and skills based teaching.

- I do, we do, you do strategic teaching across all subjects.
- Children are motivated by continuous praise and working as part of their Priory family. They want to achieve for themselves and each other.
- CPD is bespoke, relevant and reactive to current school demands based on key professional dialogue.

Implementation

We look to maximise the success for all of our children and believe that if they learn in an exciting way then they will remember what they have learnt. We strive to ensure our children gain more knowledge, and remember more knowledge. We believe that children learn best when they enjoy what they are learning, having options and choices and can develop their own knowledge and skills, based on their own interests. Creative learning allows for this to happen and for children to revisit activities, knowledge and skills time and time again to embed learning. Carefully considered and constructed thinking tasks that have a subject focus on a knowledge nugget are used in the afternoons where children can free flow between the tasks and access them at their own pace. These are interspersed with mindfulness moments in order to ensure children regulate their emotions whilst decreasing stress. Rosenshine's 'Principles of Instruction' which are referred to as part of our teaching and learning policy, enable new material to move into a pupils long-term memory, linked to their existing knowledge.

We follow the **CUSP** curriculum for History, Geography, Science, DT and Art, Charanga music, Getset4PE, and PATHS.

The CUSP curriculum has sequentially planned subject coverage with a clear rationale for making connections with prior learning. Relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge. For example stone age learning is enhanced through the contextual study of prehistoric art. Subjects connect to previous learning whilst also revisiting and building on foundational knowledge. Timetables focus on curriculum studies to increase motivation, pace and connection within an allocated subject. Curriculum Visions, a digital library, sits alongside this, with books and videos to support the CUSP curriculum accessed both at school and at home.

Cultural capital gives our children the vital background knowledge required to be knowledgeable and considerate members of our community who understand and believe in British values. This is achieved through a variety of areas including educational trips, expert visitors and through our reading scheme which has many cross curricular links. In geography each year group will undertake a field trip at least every term. This is a priority for our children and something which we feel is developing well through the opportunities and experiences we are providing.

Our **Christian Values** are at the core of what we do and believe in. We encourage our children to be good Christians throughout their school day with activities such as collective worship and through encouraging Christian behaviour throughout the school and during non-learning times. Our curriculum has a strong Christian ethos allowing links with vulnerable people, donations of gifts to the elderly community and donations to wider world charities. We believe that not all learning is curriculum based and every moment of the school day is an opportunity to be a responsible citizen and an agent for change in our community and beyond.

In 2023 we will be applying for the Bronze Global Neighbour award. This award, developed by Christian Aid, celebrates courageous advocacy that we have embedded into our school. This award highlights the work we do as a school to raise awareness and engage in tackling issues of poverty, injustice and the exploitation of the natural world through our creative curriculum, daily collective worship and the work of pupil groups such as Community Heroes and Priory Parliament.

The curriculum, including additional activities, provides pupils with a broad range of learning experiences that enable them to enjoy school. This prepares them well for life in the 21st century modern Britain and for the next stage in the education. Ofsted, March 2019.

Core Subjects

At St Nicholas Priory, the **Reading** curriculum underpins every facet of our children's learning journeys. Our vision is to equip every child with the essential skills needed to read critically, analyse and make connections. Children are rigorously taught the fundamentals of segmenting and blending and through this, evolve their reading fluency and speed. We teach through a wide range of inspirational texts, which encourage imagination, fascination and contextual understanding. These are chosen on the basis of supplying cross-cultural experiences and are relevant to both their current and future lives. From the Foundation stage, our early readers are coached to foster a love of reading which is nurtured through their time at Priory into Key Stage 2 and beyond. We want our readers to know the toolbox of reading skills they have at their disposal to apply across all subject areas.

In **Maths**, our vision is to produce fluent, independent, risk-taking and creative learners who have a passion and genuine enjoyment for the world of numbers. At St Nicholas Priory, we provide opportunities for children to develop problem solving skills that are also relevant to areas across the wider curriculum. In addition to this, we allow the children to understand that resilience and teamwork are key skills required as a part of the learning process, and invaluable skills in allowing for success to happen. This child-centred approach ensures that all Priory learners are well-equipped to numerically meet the demands of working in the world of tomorrow.

We believe that understanding language helps children to access the entire curriculum. Through being taught to **write** and speak fluently, pupils learn to communicate their ideas and emotions to others. This gives children a voice to share their ideas with the world. Considering the fundamental importance of writing in everyday life we are driven by the need to develop each learner's writing ability thus enabling them to play a full part in society and giving them skills to become independent authors capable of expressing their own ideas and thoughts.

At St Nicholas Priory, our **Science** vision is to create independent and inquisitive pupils who have the capability to question the world around them and know how to discover the answers. Our science curriculum teaches the pupils the key concepts and knowledge of science as well as practically exploring the different enquiry types, therefore enabling the pupils to have the skill set to work as scientists. With the future in mind, we aim to prepare the next generation to solve international problems that they may encounter through developing their ability to solve global challenges.

As a Church school we see **RE** as a core subject embedding theology, philosophy and human and social sciences while exploring a plethora of religions and world wide views. In line with the Norfolk Agreed RE Syllabus, we aim for all children to *'express ideas and insights into nature, significance and impact religious and non-religious worldwide views through a multidisciplinary approach*' (Norfolk Agreed Syllabus, 2019). Our vision is to allow for an expression of ideas and views through a variety of media and learning outcomes allowing all children to achieve and progress in RE. With a focus on discussion driving the learning, this allows for children to develop views and opinions across an RE day and always ponder and question why encouraging children to leave the RE day with a wider, more open view of the world around them. The use of the three lenses of theology, philosophy and human and social sciences provide children with balanced and fair arguments and knowledge to develop their own sense of self and future beliefs to ultimately become good citizens.

Foundation Subjects

St Nicholas Priory CE VA Primary School is a nurturing environment in which each child is encouraged to reach their full potential. We celebrate each child's uniqueness, and we believe that children are all individuals and therefore, we aim to encourage mutual respect, responsibility and foster self-esteem in a happy and caring atmosphere. The teaching and learning of **RHSE** supports and upholds this vision. RHSE deals with the diverse beliefs, values and attitudes that individuals and societies hold. They help pupils to develop themselves, their understanding of the world, and their ability to communicate their feelings. RHSE helps children to acquire values and attitudes which are necessary if they are to make sense of their experiences within school and life itself, value themselves, respect others, appreciate differences and diversity and feel confident and informed. Our vision is for every child to feel

enabled to reflect on and clarify their own values, attitudes and feelings by having the opportunity to explore a range of values and attitudes they encounter in their lives and in their future lives.

P.E. and school sport are an important part of life at St. Nicholas Priory C.E.V.A. Primary School. We believe that P.E. and school sport contribute to the holistic development of our children and through participation our children build and learn more about respect, responsibility, collaboration, aspiration & achievement for themselves and others.

Our goal is that all pupils, on leaving St Nicholas Priory, will be physically literate and have the knowledge, life skills and motivation necessary to equip them for a healthy lifestyle, enjoyment and lifelong participation in physical activity and sport.

Music is a unique and powerful form of communication that can change the way people feel, think and act. It combines creativity with emotion, enabling personal expression, reflection and development. At St. Nicholas CEVA Primary School, we aspire to provide our children with a rich and varied music curriculum, enabling them to gain a firm understanding of the subject. We provide the children with the skills and knowledge required of successful musicians. Children will leave our Primary school with an appreciation for the joy of music, a love for singing and a range of musical experiences and skills.

At St Nicholas Priory, our **MFL** curriculum aims to foster pupils' interest in learning a new language and provide them with valuable educational, social and cultural experience. The delivery of MFL will help our children develop key speaking and listening skills and deepen their understanding of their own culture and that of others. Exposing our children to a new language at a young age, will allow them to grow in confidence and possibly pursue languages in their future studies, increasing future opportunities to study and/or work abroad.

In St Nicholas Priory we aim to think, speak and write like **Historians**; ready to tackle the asking and answering of challenging questions using evidence collected through source analysis. Our children will develop a sense of curiosity about the past and begin to make connections about how it influences our future. Through the acquisition of a toolkit of knowledge and skills, rooted in critical source investigation, our children will become Historians.

At St Nicholas Priory, our **Geography** vision is to create individualistic and thought-provoking students who begin to look at local, national and global events and issues from a geographical perspective. Our geography curriculum teaches students the key concepts of geography from locational and place knowledge to the relationship between human and physical geography. We also have a strong focus on fieldwork and developing geography based skills where students question and analyse findings and come to a conclusion therefore enabling our students to think like geographers. With the future in mind, we aim to prepare our students for the growing global challenges that are going to increasingly affect the geographical world and set them up to be the ones who can make a difference about it.

The **Design and Technology** curriculum at St Nicholas Priory aims to prepare pupils for an ever changing world increasingly reliant on technology. It is impossible to predict the advances of the future, therefore we endeavour to equip our children with the transferable skills necessary to thrive in life; such as critical thinking, problem solving and having a sense of what is methodical. We aim to foster exploration of the existing and of new ideas, imagination, innovation and curiosity. We hope to develop children who are knowledgeable of materials, making techniques and who understand the importance of those who have developed the field so far. We hope that children leave Priory with an understanding of the place that Design and Technology has in the economy, society and everyday life.

At St. Nicholas Priory CE VA Primary School, our curriculum vision is to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will enable them to be creators of content and confident users of technology in an ever changing digital world. Our **Computing** curriculum focuses on a progression of skills and knowledge in Computer Science, Information Technology and Digital Literacy so that children become competent in safely creating content, using and understanding technology, in class and the wider world.

Artists at St Nicholas Priory are not only taught to aim for high quality outcomes but to indulge fully in the creative process and show progress through redrafting. Our artists should be opinionated, critical thinkers and reflective in order to fully understand and appreciate what they are creating and what they are presented with. We aim to enable children to be well-informed, knowledgeable, brave and experimental. We hope that children leave St Nicholas Priory understanding the benefits of a life with art and the place of art in culture and heritage. We have recently been awarded Gold from Artsmark which shows our commitment to the arts.

Impact

Children will collate evidence of their knowledge in their learning journey and sketch books in KS2. KS1 and EYFS use Evidence Me, where they have a virtual portfolio and record of their work. Our children love sharing their learning and will happily talk through the evidence and exciting activities which support their in-depth, purposeful learning experience.

We understand that learning is a change to long-term memory and so it is impossible to see impact in the short term. We use curriculum outcomes in foundation subjects to assess the success of pupils' learning opportunities. End of unit quizzes give us a snap shot of knowledge learnt. Our curriculum will also be measured by how effectively it helps all of our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.

Children will leave St Nicholas Priory School ready for the next stage in their learning at secondary school having been provided with a range of knowledge and skills to support them in their future endeavours. Children will be able to work collaboratively with their peers and independently as inquisitive learners, respectful and tolerant to all, from different faiths and backgrounds and who are motivated to excel in all learning. The children will have a strong desire to embrace challenge, to be resilient learners and to be successful, happy and fulfilled in all they do.
We can't wait for our Priory adventurers to come back, sharing their experiences of life and their positive impact on *their* community.

Glossary

PATHS - Promoting Alternative Thinking Strategies
CUSP - Curriculum with Unity School Partnership
EYFS - Early Years Foundation Stage
RHSE - Relationship, Health and Sex Education
PE - Physical Education
MFL - Modern Foreign Languages

Next review date: March 2026