

Saint George's Primary Phase Curriculum Statement



Introduction

Saint George's Primary Phase is committed to ensuring our pupils develop into active, independent learners, accessing a curriculum which enthuses, engages, and builds on skills and knowledge.

Intent

The breadth of our curriculum is designed with three goals in mind:

- 1) To provide experiences for our pupils to develop and flourish as confident, respectful citizens.
- 2) To provide a rich 'cultural capital'.
- 3) To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

1. Experiences

We have developed three **curriculum drivers** that underpin and shape our curriculum, as well as bring about the aims and values of our school and its community:

Inclusivity which ensures all pupils access a broad curriculum, which values, supports and reflects our school community

Academic Excellence which gives pupils high levels of knowledge and the ability to be independent and curious learners

Develop and Flourish which helps our pupils to be aspirational in their thinking and their approach to their learning and gives opportunities to all

2. Cultural Capital

Cultural Capital is the background knowledge and experience of the world pupils need to infer meaning from what they read. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way. At St George's Primary Phase, the way in which cultural capital is acquired and developed is multi-faceted.

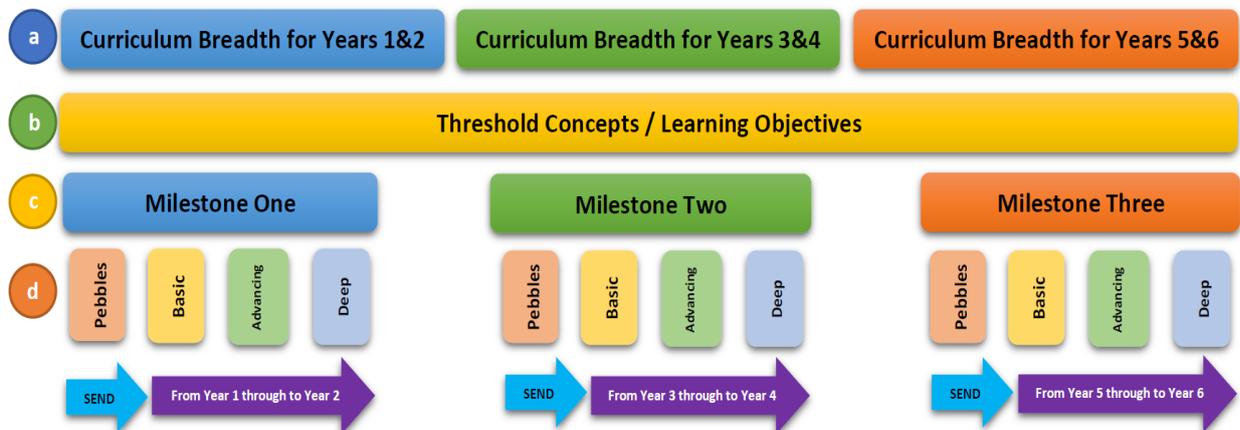
We give pupils access to carefully considered areas of knowledge through our breadth of curriculum design. Pupils can develop their knowledge of many topics. Further opportunities to develop cultural capital continue to be reviewed and added such as through school trips and experiences.

3. A coherently Planned Curriculum (To begin as of Term Five)

Our curriculum is underpinned by the three drivers. Our academic curriculum sets out:

- A clear list of the breadth of topics to be covered
- The 'threshold concepts' (Learning Objectives) pupils should understand
- Criteria for progression within the threshold concepts
- Criteria for depth of understanding

The diagram below shows the model of our curriculum structure, which we plan to have in place and begin as of term 5:



Further Explanation

- a) The **curriculum breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupil's growing cultural capital.
- b) **Threshold concepts** are the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- c) **Milestones** define the standards for the threshold concepts.
- d) **Depth:** we expect pupils in year 1 of the milestone to develop a **Basic** understanding of the concepts and an **Advancing** or **Deep** understanding in the year 2 of the milestone. Phase One (Years 1, 3 and 5) in a Milestone is the knowledge building phase that provides the fundamental foundations for later application. **LEARNING AT THIS STAGE MUST NOT BE RUSHED** and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all the core knowledge is acquired quickly, teachers create extended knowledge. Those children working at below a Basic understanding will work towards **Pebbles**, which build smaller steps of understanding towards a Milestone.

Sustained Mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen and cannot be assessed, in the short term. Assessment, therefore, answers two main questions: 'How well are pupils coping with curriculum content?' and 'How well are they retaining previously taught content?' We monitor and track the children's depth of knowledge and understanding and look at each threshold concept individually.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

1. Learning is most effective with **spaced repetition**.
2. **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
3. **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Saint George's Primary Phase curriculum is based upon the 'Essential Curriculum' model. This involves children being immersed in a curriculum which is coherent, progressive and is appropriately sequenced to enable our pupils to develop subject specific knowledge and skills to prepare them well for the next stages of their education.

The curriculum builds progressively on from learning in the Foundation Stage. The milestones (1, 2 and 3) that are built into our curriculum, allow the children to embed their knowledge. These milestones are aligned to the National Curriculum and indeed go beyond the National Curriculum requirements. We have mapped out key knowledge and skills for each subject across each milestone (a 2-year cycle). Choosing this approach enables our children to develop meaningful links and opens their eyes to a world beyond their immediate locality. It also builds their cultural capital, preparing them with essential knowledge for their future success. Planning in this way ensures all children have access to a full curriculum which progresses in skills and knowledge across the year - we know that during each milestone every indicator is covered at least twice, so children have the chance to work at a Basic, Advancing and Deep level.

The curriculum implementation emphasises the importance of developing the depth of children's learning. In essence, this means providing children with increased cognitive challenge, allowing them to apply the skills which they have learnt independently, in a range of contexts, rather than moving them onto the next skill needlessly when they have not truly mastered it.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision in the form of daily routines, replaces the teaching of some aspects of the curriculum and in other cases, provides retrieval practise for previously learned content.

Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach expectations of our curriculum.

At Saint George's Primary Phase, we work extremely hard to motivate and inspire our pupils, by providing a rich and meaningful curriculum that gives children exceptional academic and enrichment opportunities.

Our Christian Values are interwoven into our curriculum, enabling our children to develop personally, emotionally, and spiritually.

We believe every child should have access to the most motivating, engaging, and memorable experiences. We celebrate successes, giving children the opportunity to be proud of themselves and to share their success with others.

Our pupils enjoy school, and we want to ensure they develop their knowledge to ensure they are independent and confident learners, who are able to problem solve and reflect on their own learning; ensuring they are prepared for the next stage of their learning journey.

Transition is hugely important to us as an all-through school and through building foundations and progression across all subject areas, we ensure we have a cohesive curriculum for all of our learners at each stage of their education. Cross phase collaboration with subject leaders, ensures consistency and a greater depth of knowledge of a primary and secondary curriculum.

The impact of our curriculum can be seen when talking to our children and through the work that is produced in their books, as well as around our school. Our children are at the heart of all we do at Saint George's Primary Phase and the strong relationships we create between pupils, staff, and parents, ensures all our children aspire to reach their full potential.