

# St James' C.E. Primary School



**SAINT JAMES'**  
Church of England School



## The **ASPIRE** Curriculum Policy

September 2021

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## **Our Christian Vision**

**Luke 1:37 "For with GOD nothing shall be impossible"** 'Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

## **School Aims – How we ASPIRE**

Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre

- Our bespoke ASPIRE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

# **The ASPIRE Curriculum**

## **Intent**

Our curriculum has been designed through the National Curriculum 2014 and by collaboration between all staff at St James' CE Primary, to provide a unique and exciting curriculum that is created to suit our children's needs and allow them to excel in all they do.

Our seven Christian Values and God are at the centre of our school and curriculum.

## **Our ASPIRE Curriculum Key Principles:**

**A** whole school curriculum with high expectations and excellence delivered rigorously through well sequenced subjects, progression in generative knowledge, rich vocabulary, concepts and skills,

**Stimulating** enquiring minds by providing rich and relevant experiences, purposeful and connected learning, and creative thinking

**Placing** nurturing, lifelong learning behaviours – resilience, risk taking, independence, perseverance, and pride in success - at the heart of our curriculum

**Inclusivity** and flexibility which allows us to cater for individual needs, abilities and interests

**Revisiting** key knowledge, skills and vocab, so pupils know more and remember more

**Encompassing** the Whole Child – developing their faith, values, spirituality, health and well-being, and understanding of the world we live in, their future role in our culturally diverse community and country where equality and tolerance is promoted

Our ASPIRE Curriculum is delivered through a broad and balanced approach, with a high priority given to reading and rich vocabulary.

## Implementation:

### **Christian Values**

Our curriculum is underpinned by 7 Christian Values which are embedded in the life and work of the school and its community. We focus on one value each half term.



### **Core Subjects:**

English, Maths, Religious Education and Science are the core subjects in our curriculum. These are studied daily or weekly with a high emphasis placed on reading.

### **Foundation Subjects:**

Geography, History, Computing, French, Art and Design, Design Technology, Music and Physical Education form our foundation subject curriculum. These subjects equip children with the knowledge and skills they will need to develop firm foundations for future learning.

Personal, Social, Health Education, SMSC and British Values are woven into everything we do.



Subject Leaders have designed a bespoke subject curriculum for each year group, which enable each of our children to **ASPIRE**.

Each subject has a policy in which the aims and implementation are recorded. Each subject looks to promote itself and develop the 'classroom-based curriculum' to a wider environment. This enables our children to put into practise the skills and knowledge they have been taught. Each subject looks to use opportunities to do this, by using self-made, local and national initiatives to the maximum benefit of our children.

Each teacher will have an ASPIRE planning folder that will always be available. Lessons will ensure that the Date and Learning objective are modelled and displayed throughout (on the MTP)

and will also follow the 5-part plan or a very closely adapted version of it. It would be expected that the Independent section would last for at least 30 minutes in a 1 hour lesson.

- Review and challenge
- Revisit key knowledge
- Hook and introduction (introduction of Vocab/ knowledge/ skill)
- Teacher guided section
- Independent section (and challenge)

Each lesson will use annotation on the plan and record how the learning for each SEN / PP / EAL child has been provided for, the specific role and outcomes for the group working with the TA, Challenge provided for rapid graspers/ GDS children and the evaluation of the lesson by the Teacher and TA. Teachers will write in blue ink- TAs in orange ink. It is the class teacher's responsibility to undertake the above and share planning in good time with the TA.

Our core curriculum offer:

### **English (Reading & Writing):**

The intention of our English curriculum is to embed a creative, consistent and sequenced approach to English which we hope will ignite a life-long passion for the subject. We strive for all children become confident and fluid readers, enabling them to use their love for reading for both information and pleasure. Children's reading skills are developed through a range of progressive texts, whilst prioritising reading for pleasure at the heart of all we do. Our text-led curriculum allows us to carefully select a range of high-quality texts in order to immerse our children in rich language to teach our reading and writing curriculum. The selection of recommended books are used as a high-quality stimulus for writing and enables children to be fully immersed in the text; allowing children to carefully craft their writing through a range of experiences in the immerse, analyse and write process. Children can apply their skills through independent writing sessions known as 'Write and Shine' and write for purpose when publishing their final written pieces. Core skills permeate every stage of learning for grammar, spelling and comprehension and prepare children well for the high expectations we hold of them. A wide range of experiences and opportunities help to guide children's thirst for learning thus developing children's individual flair and passion for the subject.

### **Mathematics:**

Our main aims in teaching Mathematics are:

- To secure the three main aims of the national Curriculum by **becoming fluent** in the fundamentals of mathematics, being able **to reason** using mathematical language and to **solve problems** by applying their mathematics in a variety of context, including breaking down problems into a series of simpler steps and persevering in seeking solutions.
- To encourage all pupil's competence and confidence in their mathematical abilities in using and applying mathematical knowledge, concepts and skills to ensure progress in their understanding as they move through the school.
- To develop personal qualities such as cooperation, independence in thought and action, persistence, logical and systematic thinking, creativity and flexibility.

- To give the pupils the opportunity to use and apply mathematics in a variety of everyday contexts, in practical tasks and as a powerful tool in other subjects.
- To allow the pupil to develop mathematical language, so that they can communicate ideas, solve problems and explain results.
- To become confident in the communication of maths - pupils can ask and answer questions, openly share work and learn from mistakes.

The National Curriculum for Mathematics 2014, Development Matters and the Early Learning Goals (Number, Shape Space & Measure) provide the long-term planning for mathematics taught in the school.

Teachers use the White Rose Hub yearly overview to aid with the suggested teaching time needed for every block of learning. This scheme is cumulative, so that once a topic is covered it is met many times again in other contexts.

### **Religious Education:**

Christian Values are promoted throughout all aspects of school life, reflecting our school's distinctive Christian character. Religious Education is taught following the Blackburn Diocesan Board of Education RE Syllabus which fulfils all legal requirements and the RE Statement of Entitlement from the Church of England Education Office 2016. It is supported by the Understanding Christianity Scheme of Work. Whilst working through each unit, children will learn to explore the text, discover the impact, make connections and dive deeper. Class teachers plan and deliver creative and imaginative lessons which are inclusive for all learners and which strive to unlock a deeper knowledge and understanding of the Christian faith.

### **The ASPIRE Curriculum within foundation subjects & Science:**

- Subjects are taught discretely and weekly
- Specialist sports coaches from Wigan Warriors (Community link) assist in the delivery of PE
- Learning is carefully sequenced and set out so that progression is built into the content of each subject
- Learning objectives for lessons are taken from the National Curriculum and focus on knowledge, leading to the development of subject specific skills
- Children revisit learning through regular retrieval practice, which gives children the opportunity to recall key knowledge. This allows children to commit new information to their long-term memory and make learning stick
- Knowledge organisers are used to support teacher's planning and outlining key knowledge for a topic
- Work from lessons can take many formats in both individual books and floor books. Evidence need not be onerous and may take one of the following forms:
  - Written task
  - Activity based task in books
  - Self-reflection or account of an experience
  - Photographic evidence
  - Electronically through the use of apps and websites to complete online tasks

- There is evidence of writing across the curriculum with children showcasing their knowledge through a piece of writing

Each Subject has a well-planned, long-term plan (LTP) with National curriculum objectives recorded. From this, each unit consists of a knowledge organiser, review quizzes, lesson presentations and a medium-term plan (MTP) that features:

- An unlocking task- A stimulating activity and learning experience to stimulate interest, knowledge or skills for the unit
- Sections for Lesson sequence, value links, Local links, National Curriculum Coverage, Key vocabulary and Key content.
- An Impact task- to support accurate and holistic teacher assessment

### **EYFS:**

The Early Year's Foundation Stage will be marked by excellence, enjoyment and fun. Our intention is to develop quality and consistency in the provision of education and welfare for the children in this school. As a Church school, we aim to provide a welcoming, caring, happy, Christian environment, where everyone is valued equally and achieves their full potential. Our practice will fully meet the standards and statutory requirements set out in the 'Child Care Act 2006.' All children will experience excellent provision and will enjoy their time in the Foundation Stage. The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the reception year.

The EYFS is based upon four principles:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **Areas of Learning of Development**

The EYFS is made up three prime areas of learning

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

There are also four specific areas of learning which are

- Literacy
- Maths
- Understanding of the World
- Expressive Art and Design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the EYFS.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a wide range of teaching strategies based on children's learning needs;
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources which reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

### **Impact:**

Each subject policy details the nature of the assessment tasks within that subject. The school has worked hard to ensure that these assessment opportunities are rich and varied in their nature across the whole of the **ASPIRE** curriculum, thus giving each and every child the opportunity to **have aspirations for the future**.

Many written subjects have weekly retrieval to ensure that prior knowledge is not only revised but also embedded throughout the learning journey. These tasks look back over the week, term, year and previous key stage, to embed core knowledge as the curriculum spirals. At the end of the unit each subject has a form of assessment relevant to its content. Many subjects include a focus question or task, set to afford each child the opportunity to recount and apply as much knowledge as possible and supports the teacher's judgement on attainment across all subjects. We use these assessment opportunities to measure the extent to which our curriculum supports the progression in learning for all children.

Subject leaders ensure that our aims are supported throughout the planning and implementation of the curriculum and that the impact tasks are accurately assessed. Subject Leaders set the impact tasks and on a yearly basis will record the teacher assessments within their subject and report these to Governors.

### **WHAT IS THE FORMAT FOR RECORDING ASSESSMENT?**

Our curriculum is coherent and sequential- building upon prior knowledge with lots of opportunity to apply their learning. Weekly retrieval and ongoing assessments are used to both inform teachers and to show that the children can recall key knowledge that they can remember for longer and apply to their learning. The concepts from each curriculum area will contribute to children's personal development, learning about key events and significant people/places which builds aspiration, resilience and tolerance in our children. This accumulation of knowledge and skills will prepare all our children for the next stage of their education.