

# St Andrew's CE Primary School

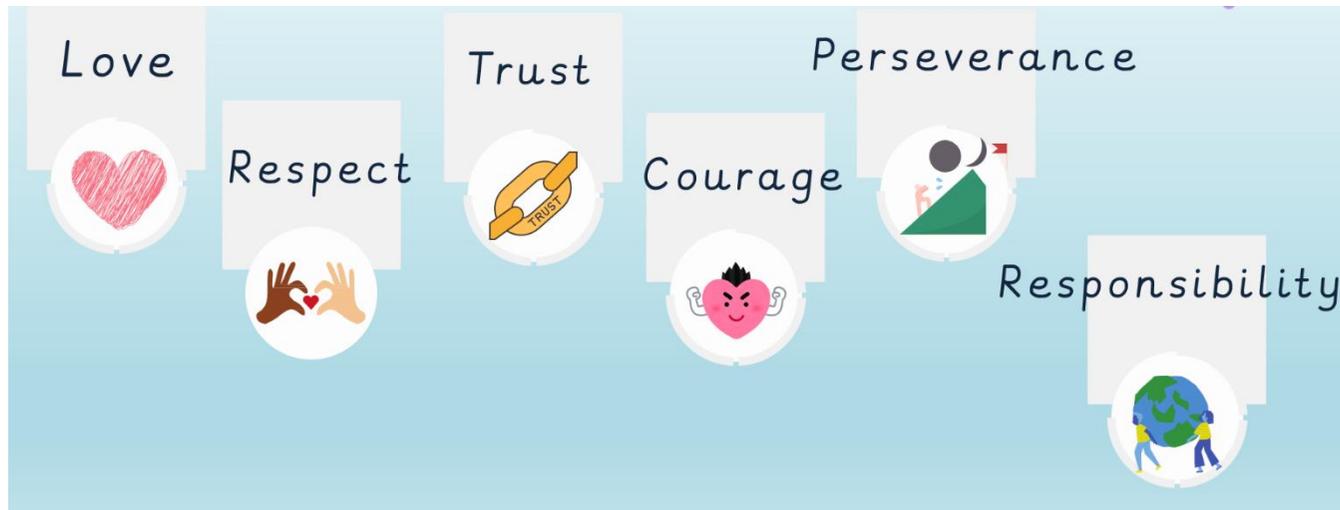


## Curriculum Policy and Rationale

Updated: June 2024

## St Andrew's Christian Vision and Values

"We believe that there is something wonderful to find in all of God's children and that everyone has the potential to sparkle. Our vision is to nurture and inspire our whole school community using love, respect, trust, courage, perseverance and responsibility so that everyone can flourish using their unique and precious gifts and let their light shine to the world."



## Curriculum Rationale for St Andrew's CE Primary School

At St Andrew's CE Primary School, our curriculum is designed to nurture and inspire our whole school community, enabling everyone to flourish and let their light shine to the world. Our curriculum is underpinned by our St Andrew's Can Dos, which reflect our Christian values and our commitment to developing well-rounded, confident, and responsible individuals.

1. **I can be kind** Our curriculum fosters empathy, compassion, and kindness. Through subjects like PSHE, RE, our broader pastoral programme and our Lighthouse nurture provision, we encourage pupils to consider others' feelings and perspectives, promoting a culture of care and support within our school community and beyond.
2. **I can be respectful** Respect is woven throughout our curriculum. We teach about diverse cultures, beliefs, and ways of life, encouraging pupils to value differences and treat everyone with dignity. This aligns with the SIAMS framework, which emphasises the importance of "positive relationships that balance individual freedom and rights, with responsibility towards others" (IQ5a).
3. **I can trust in God, myself and others** Our RE curriculum, collective worship, and overall ethos help pupils develop trust in God, themselves, and others. We nurture self-confidence and resilience across all subjects, encouraging pupils to believe in their abilities and to support one another.
4. **I can be brave** We design learning experiences that challenge pupils to step out of their comfort zones, take risks, and develop resilience. This could be through tackling complex problems in maths, forest school or trying new skills in PE and the arts.
5. **I can work hard** Our curriculum promotes a growth mindset and the value of effort. We set high expectations across all subjects, encouraging pupils to persevere and understand that success comes through dedication and hard work.
6. **I can be responsible for myself, my community and the world we live in** We embed responsibility throughout our curriculum. From personal organisation skills to community service projects like our local litter pick or environmental initiatives, we help pupils understand their role in caring for themselves, their community, and the planet. This aligns with the SIAMS framework's emphasis on "courageous advocacy" and being "agents of change" (IQ5b).
7. **I can be clever and I love to learn** Our curriculum is designed to be challenging, engaging, and inspiring. We foster curiosity and a love of learning across all subjects, encouraging pupils to ask questions, think critically, and develop a thirst for knowledge.
8. **I can let my light shine** This overarching principle encapsulates our commitment to helping each pupil discover and develop their unique talents and gifts. Our broad and balanced curriculum, including a rich extra-curricular programme, provides diverse opportunities for pupils to excel and shine in their areas of strength and interest.

By basing our curriculum on these Can Dos, we ensure that our educational provision is not only academically rigorous but also deeply rooted in our Christian ethos and values. Our curriculum design reflects our commitment to developing the whole child - spiritually, morally, socially, culturally, and academically. It prepares our pupils to be confident, compassionate, and capable individuals who are ready to make a positive contribution to society and to let their light shine in the world.



I can be kind

I can be respectful

I can trust in God, myself and others

I can be brave

I can work hard

I can be responsible for myself, my community and the world we live in

I can be clever and I love to learn

I can let my light shine

## Curriculum Design Rationale: Integrating Substantive Knowledge, Disciplinary Knowledge, and Vocabulary

At St Andrew's CE Primary School, we have designed our curriculum to provide a robust framework that ensures pupils develop substantive and disciplinary knowledge across all subjects, underpinned by a strong focus on vocabulary development. This approach aligns with current educational research and best practises, as highlighted in Ofsted's Research Review Series and the DfE's Reading Framework.

### Substantive Knowledge in Units of Work, Target Memories:

We organise our curriculum into distinct units of work, each focusing on specific substantive knowledge. This approach allows us to:

1. Clearly define the core content and concepts pupils need to learn in each topic.
2. Sequence knowledge logically, building on prior learning and preparing for future topics.
3. Allocate appropriate time and resources to each unit, ensuring depth of understanding.
4. Facilitate clear assessment of pupils' grasp of key concepts and facts.



We refer to these units of knowledge as 'Target Memories'.

Target Memories are;

- Introduced at the start of each unit in our Knowledge Organisers
- Displayed in the classroom for the children to refer back to and use throughout their learning journey
- Used in retrieval practice at the start of every new lesson
- Assessed at the end of each unit of work using a multiple-choice quiz

### Disciplinary Knowledge as Golden Threads:

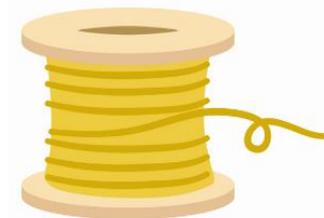
We weave disciplinary knowledge throughout our curriculum as 'golden threads'. This approach:

1. Ensures consistent development of subject-specific skills and thinking processes across all year groups.
2. Helps pupils understand how knowledge is created, validated, and used within each discipline.

3. Supports the transfer of skills and approaches between different topics and subjects.
4. Deepens pupils' understanding of the nature of each subject.

Golden Threads are;

- Identified and woven throughout each pathway to learning
- Tracked using our 'I am a Clever...' tracking system to ensure there are no gaps in knowledge as children progress through each key stage
- A way of ensuring progress within our mixed age classes. Our subject leaders have carefully identified appropriate milestones in learning depending on the content of the disciplinary knowledge for that subject



### Vocabulary Development:

We place a strong emphasis on vocabulary development across all subjects and year groups. Our approach to vocabulary includes:

1. Explicit teaching of vocabulary within each unit of work, recognising that "A robust approach to vocabulary involves directly explaining the meanings of words along with thought-provoking, playful, and interactive follow-up" (DfE Reading Framework, 2023).
2. Careful selection of vocabulary to teach, considering word frequency and usefulness across contexts. As noted in Ofsted's Languages Review, "Several studies have estimated that the 2,000 most common words in a language represent more than 80% of the words in most written and spoken texts" (Ofsted Research Review Series: Languages, 2021).
3. Developing both breadth and depth of vocabulary knowledge, including "the breadth or size of the vocabulary (number of words), the depth of knowledge, and fluency (or automaticity and speed of recall)" (Ofsted Research Review Series: Languages, 2021).
4. Providing multiple exposures to new vocabulary across different contexts and subjects, recognising that "Pupils usually need to encounter a word a number of times in different contexts for it to enter their working vocabulary" (Ofsted Research Review Series: English, 2022).
5. Integrating vocabulary development with phonics instruction in the early years and Key Stage 1, as "Teaching phonics also supports the development of pupils' handwriting and spelling" (Ofsted Research Review Series: English, 2022).

Vocabulary is;

- Included on each knowledge organiser and introduced at the start of each unit
- Explicitly taught throughout each unit of work
- Displayed in the classroom for pupils to refer to when needed
- Where appropriate, each unit will begin with a 'Hook with a Book' to support pre-teaching vocabulary

### Assessment and Tracking

At St Andrew's CE Primary School, our approach to assessment and tracking is designed to support and enhance our curriculum, ensuring that every child can flourish and let their light shine.

- Grids to track disciplinary knowledge will be stuck in the front of books or kept in a folder with floor books
- Each unit will begin with a 'BIG QUESTION' on the knowledge organisers to assess prior learning
- Each lesson will begin with a knowledge retrieval exercise
- Each unit will end with a multiple-choice quiz
- Two-paged spreads can be used where appropriate to consolidate and present learning
- Data will be collated and recorded on Teams
- Data will be analysed regularly by subject leaders
- Subject leaders will also carry out regular work scrutiny and pupil voice
- Work will be presented in individual books for:
  - English
  - Maths
  - Guided Reading
  - Science

- History
  - Geography
  - Art
  - RE
  - MFL
  - EYFS
- Other ways of gathering evidence:
    - Design Technology floor books
    - Computing Digital Floor Books
    - Video performances for Music
    - PE Passport Photos
    - PSHE workbooks

### Integration of Substantive Knowledge, Disciplinary Knowledge, and Vocabulary:

By combining these approaches, we create a curriculum that:

1. Recognises the interdependence of substantive and disciplinary knowledge, while also acknowledging the crucial role of vocabulary in accessing and articulating this knowledge.
2. Provides multiple contexts for applying and developing disciplinary skills and using subject-specific vocabulary.
3. Supports pupils in building increasingly complex mental models, enriched by a growing vocabulary that allows for more nuanced understanding and expression.
4. Addresses the 'Matthew effect' in vocabulary development, where "the word-rich get richer and the word-poor get poorer" (DfE Reading Framework, 2023), by providing explicit vocabulary instruction for all pupils.
5. Facilitates the development of pupils' expertise over time, including their ability to use increasingly sophisticated language to discuss and engage with subject content.

This integrated approach ensures that our pupils not only acquire a broad base of knowledge and skills but also develop the rich vocabulary needed to access, discuss, and apply this knowledge effectively. It prepares them for further study and equips them with the linguistic tools needed for success in the modern world.

By explicitly planning for substantive knowledge, disciplinary knowledge, and vocabulary development, and by tracking these elements across the curriculum, we ensure a coherent and comprehensive educational experience. This aligns with our school's vision to nurture and inspire our whole school community, enabling everyone to flourish and let their light shine to the world.