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**St Gregory's C of E (VA) Primary School**

**New Street, Marnhull, Sturminster Newton, Dorset DT10 1PZ**

**Policy Document**

**Curriculum Policy**

**Review Interval: 3 years**

**Date approved by Governing Body: January 2021**

**Review Date: January 2024**

**St Gregory’s Curriculum Policy**

A child’s early and primary years are a time where children progress and grow at a rapid rate. They view the world with awe and wonder, are abound with questions and continually looking for answers. Life should be full of fun, laughter and learning. At St Gregory’s ALL staff aim to develop this exhilarating time and give our children opportunities to flourish by offering an exciting, challenging and empowering curriculum, equipping them for today and tomorrow.

*At St Gregory’s CE Primary School our curriculum is designed to……………….*

1. Make learning a positive, engaging, adventurous and active experience
2. Enable our children to thrive in a Christian environment, where every child is given opportunities to experience all life has to offer in abundance
3. Equip our children with skills to enable them to be independent, resilient problem solvers and tenacious in facing next steps
4. Encourage curiosity, filling inquiring minds with information, answers and more questions
5. Build on prior knowledge / skills, allowing for progression of learning in a cohesive manner
6. Promote respect for all, allow for individuality and cultural diversity
7. Give children the experience of being part of a valued community

We want to offer all our children a range of rich and memorable learning experiences. Ensuring that all children experience a broad, balanced curriculum, providing rich, meaningful opportunities, which continue to promote and be underpinned by our school vision and values.

*Curriculum Implementation:*

We use the Cornerstones curriculum. This is a creative approach to learning built on the criteria for an outstanding curriculum.  It ensures that our children learn in the most creative way and are involved in what they are learning.

The Four Cornerstones – Philosophy

The most important underlying principle of a curriculum is to help children learn. We believe that a successful curriculum is brought to life by high quality teaching, inspirational learning activities and opportunities to listen and plan for the developing interests and motivations of children.

Cornerstones Curriculum is delivered through a range of inspirational yet rigorous learning projects.

These are based on the National Curriculum, but bring learning together in new and exciting ways.

Each project combines different strands of learning so that children learn more holistically and start to challenge themselves and learn problem solving skills as they create truly fantastic learning opportunities.

Reading and writing form an integral element of the approach but it is important to us at St Gregory’s that all children flourish and experience and enjoy a range of learning.

Learning is a journey and we strive to provide opportunities which will enable our children to enter into society with the necessary skills, experiences and responsibilities for later life.

We use the Cornerstones 4 stage teaching approach:

*During the Engage stage children will:-*

1. have memorable first-hand experiences – for example going on a visit outside the classroom or inviting a specialist visitor into the classroom
2. have WOW experiences – Investigate and Discover
3. be introduced in exciting ways to the new topic or theme
4. begin initial research and set enquiry questions
5. have lots of opportunity to make observations
6. develop spoken language skills
7. take part in sensory activities
8. have a great deal of fun, allowing them to fully ‘engage’ with their new topic

*During the Develop stage children will:-*

1. dig much deeper to develop their skills, knowledge and understanding of a topic across the curriculum
2. practice their newfound skills
3. compose, make, do, build, investigate, explore, write for different purposes, read across the curriculum
4. research their own questions and those posed by others
5. follow new pathways of enquiry based on their own interests
6. complete homework activities that support their learning in school

*During the Innovate stage children will:-*

1. apply previous skills, knowledge and understanding in real life contexts
2. be challenged with real or imagined problems and situations to solve using knowledge and skills from the earlier stages
3. be inspired with imaginative and creative opportunities
4. have time to re-visit skills, knowledge and understanding not grasped during the develop stage
5. have the opportunity to take on different roles

*During the Express stage children will:-*

1. become the performers, the experts, the informers
2. share their achievements with others in many different ways…….parents, peers and the community
3. evaluate finished products/processes
4. tie learning back to the beginning
5. celebrate

Our approach

1. develops children to the best of their abilities
2. helps children to find their passions and interests
3. facilitates children’s acquisition of knowledge, skills and understanding
4. helps children to develop intellectually, emotionally, socially, physically and morally
5. assists children in becoming independent, responsible, useful, confident and considerate members of the community
6. promotes a positive attitude towards learning, so children enjoy coming to school
7. helps children to acquire a solid basis for lifelong learning
8. creates and maintains an exciting and stimulating learning environment
9. ensures that each child’s education has continuity and progression
10. enables children to contribute positively within a culturally diverse society.

The curriculum contains the programmes of study and attainment targets for all subjects.

All maintained schools in England began teaching these programmes of study from September 2014.

At St Gregory’s, we follow the programs of study as set out in the national curriculum, adding a wide range of enriching activities in order to achieve academic excellence through a broad, balanced, differentiated, ambitious and exciting curriculum where every child has the opportunity to achieve their potential.

Key knowledge and skills are taught in ways that seek to enthuse and engage children in their learning.  As the children progress through the school, their experience in all aspects of the curriculum helps towards preparing them for the secondary phase of education and most importantly, for life as a good citizen.

Our school values feature highly throughout life at St Gregory’s along with manners and politeness continually being actively promoted and encouraged.

**Through our engaging curriculum the school aims to:**

* Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
* Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
* Create and maintain an exciting and stimulating learning environment
* Ensure that each child's education has continuity and progression
* Ensure that there is a match between the child and the tasks s/he is asked to perform
* Provide a broad, balanced and relevant curriculum.
* Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
* Treat children in a dignified way.

**We aim that all children should:**

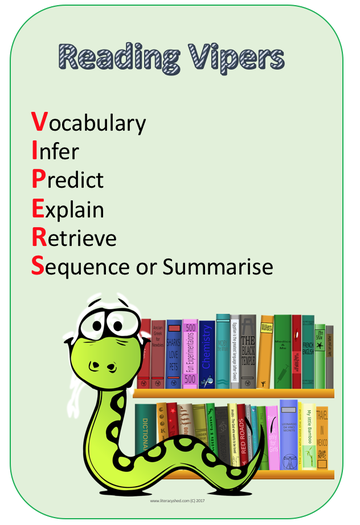
* Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
* Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
* Be happy, cheerful and well balanced
* Be enthusiastic and eager to put their best into all activities
* Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
* Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
* Care for and take pride in their school
* Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
* Develop non-sexist and non-racist attitudes
* Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data
* Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
* Develop an enquiring mind and scientific approach to problems
* Have an opportunity to solve problems using technological skills
* Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
* Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
* Have some knowledge of the beliefs of the major world religions
* Develop agility, physical co-ordination and confidence in and through movement
* Know how to apply the basic principles of health, hygiene and safety

**The Teaching of Phonics / Spelling**

Throughout the Foundation Stage and Key Stage One, children are taught a daily phonics. Reading and spelling activities and games are differentiated to cater for all abilities to both reinforce and extend learning. Spelling, punctuation and grammar are taught throughout the school both through discrete teaching as well as through other subjects. We use Sounds Discovery which is asystematic, synthetic phonics programme for the teaching of reading, spelling and writing. The teaching framework of Sound Discovery is developed through seven teaching Steps.

**The Teaching of Reading**

Children are introduced to early reading skills from the Foundation Stage, where reading activities are planned daily. Further up the school, whole class reading takes place. The VIPERS anagram is used to aid the recall of the 6 reading domains as part of the UK’s reading curriculum.  They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



Individual reading books are appropriate to reading ability and are sent home with our children.

**Teaching of Maths**

At St Gregory’s we use the White Rose Mastery approach to Mathematics. Each key stage, the White Rose Maths curriculum covers the whole of the content of the 2014 National Curriculum. More than this, it is designed to support the development of reasoning and problem solving alongside fluency to ensure challenge and ambition for all pupils.

This policy will be reviewed regularly and adapted accordingly to ensure it is a true reflection of our curriculum.