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Curriculum and Learning Policy

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Confidently Me Belonging Together Challenged to Contribute



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Learning and the learner are at the heart of everything we do

Our Christian values support and guide us as we learn together

We share a vision about the WAY we approach our learning and support each other to develop strong learning attributes

We enrich our core curriculum through a deep commitment to providing support for well-being and life enrichment for all

We're all in this together – every member of our school community is a learner and has a role to play in helping us grow and flourish

Our Vision for Learning

Learning and the learner are at the heart of everything we do.

At St Mary's we are explicit about the central importance of learning. We ensure this it is purposeful, and that every individual understands that it is personally important for them. We challenge ourselves to have a very high degree of clarity over the knowledge, concepts and skills being acquired.

Every aspect of our learning is imbued with 4 golden threads

Our Christian values support and guide us as we learn together

Confidently me – Belonging Together – Challenged to Contribute. This is our vision for every child and individual in our school. We believe that bringing this sense of confidence, sense of belonging and sense of expectation of challenge into learning is of central importance.

We share a vision about the WAY we approach our learning and support each other to develop strong learning attributes

We believe our curricular provision needs to allow for time and space to teach the children explicitly what it feels like to be learning, and all the different techniques which can be used to help us learn more effectively. We use Guy Claxton's Building Learning Power approach placing a particular focus on developing: Resilience, Collaboration and Curiosity



We enrich our core curriculum through a deep commitment to providing support for well-being and life-enrichment for all

We believe that every child needs to experience the widest possible range of sporting and cultural experiences, and to be explicitly taught techniques which can help them maintain strong mental-health and well-being. By following the Mind Up programme, and engaging in three brain breaks a day, we hope to equip our children with habits for life.

Our Curriculum INTENT

Our curriculum is underpinned by the National Curriculum for England and Wales. It is designed to support children in acquiring and retaining the knowledge and skills, in every subject discipline, which will allow them to flourish as learners and citizens at every stage in their life. All teachers have a collective professional responsibility for progress and attainment in all subject disciplines, and work in cross-phase teams alongside subject leads, as well as in phase teams in order to secure the highest quality in curricular provision.

Progression is mapped across the school in every subject discipline – with careful thought given to sequences of learning within and across years, and within and across subject areas.

Learning is organised into units.

Each unit has a 'front page' which contains information on

- Key Skills and Concepts - Key Knowledge - Key questions - Key Vocabulary
- The prior learning the unit builds on – and the learning that it leads to in later terms/years
- Cross curricular links
- Assessment of progress and attainment
- Physical and digital resources

These unit 'front pages' provide a strong skeleton structure for the unit planning implemented in the classroom

Our Curriculum IMPLEMENTATION

Planning for learning

Using the unit plan front pages as a starting point, year teams and teachers plan sequences of learning which are fully informed by our vision for learning and:

- Are informed by prior learning and attainment
- Have a clear context and forge strong links between learning areas
- Articulate clear goals and support a shared understanding of the learning journey
- Exhibit high pitch and expectations for all learners – particularly for those who require additional support

These full units of learning allow for:

- Opportunities for every child to develop skills and knowledge and apply understanding
- Opportunities to respond flexibly to the needs and interests of every child
- Opportunities for pupil engagement and challenge



- Opportunities to develop learning behaviours: with a particular focus on Resilience, Collaboration and Curiosity
- Opportunities for embodied learning, and enriched experiences through the arts
- Opportunities to reflect on learning and progress towards targets, and identify next steps (see Feedback and marking guidelines appendix X)

Responsibility for Learning

We believe that all members of our learning community have an important role to play in enabling learning – and we have high expectations of the contributions they should make to support our vision for learning in practice.

St Mary's Teachers should:

- Take full personal, professional responsibility for the implementation of high- quality learning in their classroom
- Promote excellence - through providing well-pitched learning opportunities, and timely personal feedback which accelerates progress and deepens understanding
- Know the children and their individual needs – establishing positive relationships with them and their parents
- Share success and collaborate to create improvements

They should also be:

- Inspirational
- Caring, patient, kind and approachable
- Well prepared – with high expectations
- Flexible and confident to allow children to lead
- A role model for learning – committed to their own continued professional development

St Mary's Pupils should:

- Come to school every day with a smile and a determination to do their best
- Have a belief that anything is possible – and engage fully in learning opportunities
- Show resilience in the face of difficulties
- Respect the right of others to learn and be ready to learn from others
- Develop an understanding of when to act independently and when to ask for help
- Enjoy school

St Mary's Parents should:

- Establish a positive partnership with the school – maintaining high levels of communication
- Support their child's learning – both at home and in school
- Celebrate their achievements and encourage perseverance when things are harder
- Be a role model – by sharing their own commitment to life-long learning
- Support the Christian ethos of the school



In addition the school will work with Governors, the Church, professional agencies and the wider community to draw on sources of support, guidance and enrichment to enhance outcomes and experiences for every individual child.

Our Curriculum IMPACT

Monitoring, Assessing and Evaluating for learning

To ensure that our vision for learning is effective in practice we monitor all aspects of our performance and reflect often and widely as a community. In order to get as full a picture as possible of the quality of learning experience in our school we will:

- Provide regular timely feedback on learning
- Draw on all available sources relating to prior attainment
- Display and celebrate learning for all members of the community to see
- Capture learning through photographs and video
- Look at learning in books – sharing best practice to enable whole school improvement
- Regularly check pupil progress and attainment through a wide range of assessment techniques – establishing next steps and setting targets
- Moderate judgements about learning to ensure consistency across the school
- Encourage children and staff to learn from each other through peer-assessment
- Observe learning in classrooms – and share the findings
- Listen to pupils – allowing them to talk about their experiences
- Listen to parents
- Work with Governors, the Diocese and the Local Authority to ensure that our provision and outcomes match the best expected nationally

Our processes for monitoring, assessing and evaluating, feed back into planning to ensure that our learning journey as a school continues to evolve in response to the needs of our community.

See also for more detailed information;

- *Guidelines for presentation*
- *Feedback and marking guidance*
- *Assessment and reporting cycle*
- *Target Tracker guidance: statements and steps*
- *Curriculum map*
- *Curriculum leadership teams*
- *Extra-curricular and enriched learning experiences overview*
- *SEN provision map*
- *Subject on a page overviews*