



St. Stephen's C.E. Primary School

Aspire to Greatness



For we are the handiwork of God, created in Christ Jesus to do good works, which God prepared in advance for us to do." Ephesians 2:10

Curriculum Intent

At St. Stephen's, we are proud that we all 'Aspire to Greatness' in our distinctively diverse school - where cultures and faiths come together to learn with each other, about each other and from each other. Within this unique environment, our curriculum enhances learning opportunities for all children including the most disadvantaged pupils. This is achieved through our distinct Christian ethos, a broad and balanced and cohesive curriculum, a firm belief in providing our children with experiences to enhance their cultural capital and quality first teaching. Entwined in our schemes of work, are opportunities for children to experience learning inside and outside of the classroom, in our local community and beyond it. We celebrate each other's faith practises, have opportunities to enhance learning through a wide menu of enrichment activities and have the freedom and independence to develop empathy and kindness through our courageous advocacy programme. We aim for our curriculum to celebrate diversity, be inclusive of all pupils and to meet the requirements of the Equality Act 2010.

Our distinctive school has a distinctive curriculum which meets the needs of our children in our current local and social climate. At the same time, we work within National Curriculum Requirements for all Key Stages issued by the Department for Education. St. Stephen's is an inclusive school. We adapt our schemes of work to address the needs of pupils at times when this is deemed necessary. Staff at our school work hard to ensure that those children with special educational needs are given opportunities to progress within their own targets and are ambitious for them, as they are for all children. The diversity of our community provides opportunities for all children to experience a wide cultural history through shared experience and the celebration of all faiths. This is paramount to promoting equality and the philosophy that diversity is a positive aspect of life. We achieve this through our curriculum, worship and our SMSC provision. Therefore, our school curriculum is a working document which will be changed and updated as our children's world changes locally, nationally and globally.

Religious Education is statutory in all schools. At St. Stephen's our Christian values are interlaced throughout our curriculum. Children of all faiths and cultures are encouraged to follow our 'Aspire to Greatness' philosophy in all lessons, at playtimes, through our worship, at home and in our local community. Staff from all faiths model these behaviours and encourage them in the everyday running of our school. Democracy, rule of law, individual liberty, mutual respect and tolerance of those with other faiths are described by the government as Fundamental British Values. At St. Stephen's our curriculum and school ethos encapsulate these values and actively promote them through schemes of work. Our curriculum maps identify where these are taught and the whole school community follow and celebrate them through the teaching and learning process and also personal and professional conduct at all times. Therefore, ensuring a commitment to equality for all.

Our school community recognises that children progress at different rates and our curriculum ensures that all children are supported by a systematic sequencing of skills progression. This enables teachers and support staff to ensure that learning is accessible for all - regardless of ability. At St. Stephen's, we place extremely high value on language acquisition and its ability to close gaps in learning. This means that our curriculum schemes of work have this at their centre. Consequently, all children benefit from developing a rich and varied vocabulary which we believe contributes significantly to their future life chances.

Having a love of learning is central to ensuring that children engage with lessons and progress to their full potential. At St. Stephen's we nurture this love of learning through a curriculum which arouses curiosity, inspires children to be the best that they can be, scaffolds learning appropriately, encourages creativity and celebrates success no matter how small. Children are encouraged to ask questions, find answers, problem solve and self-review. Lessons are varied and designed to stimulate creativity and self-confidence. Ensuring that the curriculum is broad and balanced allows all children the opportunity to experience all subjects. This gives all children the chance to develop skills, preferences and natural talents in subjects which they may not have access to otherwise. In turn, by including all children in all subjects, we aim to increase self-confidence, growth mind-set and a sense of achievement.

Implement

Our curriculum schemes of work have been written by our subject leaders who, at the time of writing, were best placed to create an effective curriculum that meets the needs of our children and reflect our curriculum intent. These in turn have their own intent, implement and impact statements, ensuring that our curriculum meets both statutory requirements and the needs of our children. As a direct result of this, teachers are supported in their teaching by expert guidance which addresses any curriculum knowledge gaps they may experience. This support includes links to essential resources, information and access to subject specialists.

In turn, our schemes of work empower teachers to support children in their development of subject specific vocabulary alongside any key concepts and skills required. At the same time, lessons promote appropriate discussion for understanding, questioning and the synthesising of ideas. Pupils are encouraged to present work appropriately and in a range of formats, dependent on the subject. These demonstrate the acquisition of knowledge and skills from those subject within them.

Lessons are taught using systematic and progressive sequences which build upon what the children have previously learnt. This happens in all subjects and ensures progression and differentiation in children's learning. Clear outcomes are worked towards and learning is checked regularly, in line with our marking and assessment policy,. This enables staff to address misunderstandings and correct these as appropriate and which informs a teaching ethos where children are supported to learn and progress at an appropriate pace for them. Our aim is to ensure the transference of fluent knowledge and skills into children's long-term memories in the most effective ways possible. To ensure coverage, we have a dedicated time allocation for each subject. Our core subjects of English and Maths are taught daily and Science and R.E. on a weekly basis. Foundation subjects are taught in short blocks over each term so that by the end of each term a review and assessment of learning can be undertaken. Timetabling maximises the opportunity for subjects to be linked to Literacy lessons and we endeavour to make cross curricular links wherever possible. ICT, Maths and Literacy are particularly linked into the learning of other subjects and regular reading for enjoyment and purpose is highlighted as a priority for our pupils.

Through the implementation of our curriculum, teachers and school leaders establish a culture for learning where no child is disadvantaged by ineffective teaching or a lack of cultural capital. This is underpinned by both our schemes of work and the St. Stephens Promise.

The ST. Stephen's Promise

At St. Stephens we promise to offer our children a menu of opportunity which enhances their learning as follows:

By the end of Year 6 we want our children to have had the following opportunities:

Get outside into their world

Experience weekly Forest School sessions.

To build a bug hotel.

Build a den.
Have the opportunity to go on a residential trip.
Conduct fieldwork studies.
Visit a park in all four seasons.

To look after their world

Have the opportunity to take care of and feed animals and understand what they need to survive.
Plant seeds and watch them grow to understand how to nurture living things.
Visit a recycling plant/environmental educational area to understand how important this is to protecting our world.

Learn about wildlife, sports and culture in their world

Visit a zoo/animal sanctuary.
Visit a farm.
Visit a contrasting locality ie. Lake district.
Visit an auditorium to see live theatre, music or cinema.
Experience the work of modern and classic artists in a gallery.
Go to a museum.
Meet an author/poet and be inspired to write.
Have the opportunity to represent the school in sport.
Have access to professional sports coaching.
Learn a musical instrument.

Learn about the cultures and faiths represented in Modern Britain

Hear about and experience cultural celebrations from other faiths.
Visit the main places of worship for faiths near our school and also a synagogue/hear from a Jewish representative.
Take part in a community event.
Enjoy spiritual enrichment days.
Experience hearing from a range of visitors including: our emergency services personnel, health workers and religious leaders.

To be confident members of their world

Regularly take part in performances for each other and our school community.
Regularly take part in school worships for each other and the whole school community
Have opportunities for leadership in councils and recognised roles of responsibility.
Have the opportunity to try a varied selection of clubs.
Visit another school setting.

To be prepared for their futures

Learn about road safety and how to cross the road and be safe when riding a bicycle.
To have an economic awareness of retail, budgeting and other money matters.
Learn basic cooking skills including baking bread.
To learn to swim.
Follow and cook recipes whilst building and awareness of and tasting a variety of foods less familiar to them.
Visit a supermarket.
Learn to create finished items in textiles and yarns using traditional skills such as sewing and knitting.

To help to change their world for the better

Fundraise for charities which are close to their hearts through our courageous advocacy programme.

Have opportunities to have question and answer sessions with experts.

Take part in democratic elections for school issues and leaders.

Write purposeful letters for different reasons and post them with the hope of a reply.

Understand the court process and how they can play their part in the justice system.

Impact

At St. Stephen's delivering a curriculum with impact is a priority. This impact is vital in order to enable our children to 'Aspire to greatness'. To facilitate this - particularly for the most disadvantaged children - we recognise the following:

That the broad, balanced and progressive curriculum we provide, the development of our children's vocabulary and the opportunities we provide for enhancing cultural capital are all essential for raising standards in teaching and learning in our unique school. Significantly for our children, this means that they will become life-long learners who take responsibility for themselves and others, living out our values as they mature. We endeavour for them to achieve academic success which matches their potential and to be prepared for their next steps in education and work life so that their life chances will be significantly improved as a result.

This impact is measured on all levels. Subject leaders measure the impact of teaching through tracking standards in their subjects. Formative assessments, pupil and teacher reviews, work evidence and standardised assessments all build a picture of the children's understanding. However, we believe that impact is also seen in the personal and social skills of pupils who foster a love of learning, a will to solve problems and who can develop the resilience to have a go at fresh challenges.

Everything we do in our school impacts on our children and their futures. At St. Stephen's we aim to make this impact with an inspirational and cohesive curriculum, accurate assessment of outcomes for children, a rich balance of opportunities to develop cultural capital and faith in the knowledge that our whole school community truly can 'Aspire to Greatness'.