



St Nicholas^{CE} First School

learning and believing, growing and achieving

Curriculum Intent Statement

At St Nicholas CE First School our vision is to create a school that encourages its children to learn, believe, grow and achieve. We want to help each child become a caring, confident and enquiring young person who has a passion for learning and achieving. We will do this by supporting, guiding and inspiring our children through excellent teaching practices. By working with our families we will create an aspirational school community in which everyone is valued and successes are celebrated.

Aims

- To create a happy, stimulating environment in which all children develop a positive and independent attitude to learning.
- To raise standards by successfully meeting individual children's needs and by investing in the professional development of all adults.
- To create a sense of belonging to the school and the wider community with a respect for the environment and nurturing a sense of trust, care and consideration.
- To teach children about Christian traditions and incorporate Christian values into their lives whilst developing an understanding and respect of other major world religions and ways of life.
- To promote effective relationships between staff, governors, parents and the wider community so that we can encourage each other, enjoying and excelling together in all aspects of school life.
- To ensure pupils personal development is catered for which will help them to be safe and to go on and lead safe, secure, healthy lifestyles.
- To nurture the school community to become creative thinkers with enquiring minds that will help them face new challenges and situations with increased confidence.
- To offer high quality teaching and learning opportunities within an innovative, stimulating environment which prioritises the basic skills of literacy and numeracy.
- To establish a rock-solid foundation to ensure that all pupils achieve mastery of reading, writing and maths, to equip them for future life

School Expectations

- Staff have high expectations of themselves and all children.
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- We expect children to make sustained progress in lessons.
- We expect teachers to support children in developing independence.
- We expect teachers to systematically check understanding, intervening in a timely manner when needed.
- We expect children to be challenged.
- We expect teachers to regularly provide high quality marking and constructive feedback to children.

Effective Teaching

At St Nicholas CE First School we embrace a culture of high aspiration, an approach which expects all children to reach or exceed national expectations, to fulfil their early promise and develop latent potential. High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging personal targets, rapid intervention to keep pupils on track and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling to maintain progress and these pupils are identified well.

Key Foci for Effective Teaching:

1. Quality first teaching

- Focused lesson design with sharp objectives;
- High demands of child engagement with their learning;
- High levels of interaction for all children;
- Appropriate use of teacher questioning, modelling and explaining;
- Emphasis on learning through dialogue;
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently;
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked;
- Strengths and weaknesses identified supporting planning and intervention
- Data collected on a regular basis and discussed with staff as part of pupil progress meetings
- Children have regular opportunities to discuss their progress.
- Teachers actively involve children in setting and reviewing their progress towards their targets;
- Teaching, interventions and revision programmes are adjusted in the light of progress children make;
- Parents and carers are regularly updated on their child's progress;
- Processes run across the whole school to ensure consistency and are regularly evaluated by SLT to ensure that the needs of all children are being met.

3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps;
- Formative, summative, standardised and best fit assessments used effectively;
- Assessment for Learning (AfL) is evident across the school – learning objectives, success criteria, self and peer evaluation

4. Intervention

- Individuals and groups who are not making sufficient progress are identified;
- Provision for intervention is mapped according to need;
- Plans and provisions are put into place;

- Learners who are gifted are enabled to perform beyond the norms expected for their year group where appropriate;
- Interventions are evaluated and relevant adjustments are made;
- Leaders regularly meet to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs;
- The use of learning resources and ICT developed to allow children to work independently and successfully;
- Make effective use of other spaces – 'outdoor classroom', ICT suite, hall space;
- Displays to be a mixture of celebration of children's work, supportive resources and information.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - ❖ Gifted and talented
 - ❖ Learners with learning difficulties, including those with speech, language and communication needs
 - ❖ Learners who are learning English as an additional language
 - ❖ Boys and girls
 - ❖ Children who are in care
 - ❖ Learners with social, emotional and behavioural difficulties
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.

7. Extended curriculum

- St Nicholas offers a full range of 'out of hours' activities and clubs which enhance and extend the basic curriculum;
- We ensure access for all;
- Parents and carers, as well as the wider community, are involved in extended provision;
- Access to other services is provided or arranged, including health and social services. 8. Supporting children's wider needs
- The school maintains close communication with parents and carers;
- We develop and maintain multi agency links to support vulnerable children;
- Employ a 'Welfare officer' and 'Wellbeing mentor' as a point of contact for parents and carers.

8 Effective Learning

We acknowledge that people learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them. We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;

- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities.

Our Curriculum

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving.

English

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use Letters and Sounds for our phonics programme, supported by other resources. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard read individually (frequency according to need) and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions

are incorporated into the school day and children learn a cursive style of handwriting. A range of extra activities are used to promote literacy within the school including an annual focus week, World Book Day and author visits.

[National Curriculum English Programmes of Study](#)

Mathematics

At St Nicholas CE First School we embrace the Mastery approach to teaching mathematics. Our teachers will ensure that mathematical skills are taught every day following White Rose. They also use cross curricular opportunities to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work.

In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step and progressive way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation team challenges, investigations and Active Maths.

[National Curriculum Mathematics Programmes of Study](#)

Science

We will encourage our pupils to be curious about natural phenomena and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and to gather and record data. Whilst at St Nicholas CE First School , children will learn about plants, animals including humans, materials, seasonal change, habitats, rocks, light, forces, states of matter, sound, electricity, earth and space. Visits by specialists such as Mad Science alongside links with local resources such as Baggeridge Country Park will enhance the delivery of our science curriculum. We will also have dedicated Science days/Science week throughout the year.

[National Curriculum Science Programmes of Study](#)

Art and Design

Art has a very important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We have Art Days with a whole school focus on one artist or painting and we include art in our themed weeks. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

[National Curriculum Art Programmes of Study](#)

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school. The school's partnership with Theatre Company enhances the curriculum and provides a pathway for Gifted and Talented performers.

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to also integrate ICT into all lessons: the use of laptops and other hardware such as cameras and Kindles is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns. At St Nicholas Purple Mash underpins our Computing curriculum.

[National Curriculum Computing Programmes of Study](#)

Modern Foreign Languages

In Years 3 and 4 we teach French to all children. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routines as appropriate. School provides extra-curricular sessions to support language acquisition also (Spanish) led by native speakers.

[National Curriculum Language Programmes of Study](#)

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies and worship will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work as appropriate and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. The Music Express programme will support our teaching of music across the school. School provides extra-curricular sessions to provide keyboard and guitar lessons as well as opportunities to showcase and perform through Theatre Company and St Nics Got Talent.

[National Curriculum Music Programmes of Study](#)

Physical Education (PE)

PE is delivered by teachers and supported throughout the school by a specialist TA. Our PE sessions are indoor and outdoor. They focus on mastering basic movements including running, jumping,

throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils will also complete lessons inside and outside and may also visit other facilities including the local swimming pool and 3G pitches. Swimming is introduced to the timetable from Key Stage 2 where the Local Authority swimming schedule allows. We ensure wider participation in the community by involvement in interschool sports, local authority and Sainsbury's School Games competitions.

[PE Programmes of Study](#)

PSHE

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Diwali, Hanukkah and Shrove Tuesday.

Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. The Forest School curriculum underpins many aspects of the school's curriculum, including ensuring children understand their moral responsibility to the environment (Eco-School).

Difference and Diversity is embedded within the curriculum as well as all relevant safeguarding topics.

[National Curriculum PSHE programmes of Study](#)

Religious Education

We follow the LDBE Agreed Syllabus for RE and are supported in curriculum design and development by the school's Christian Distinctiveness Advisor. Religious Education (RE) is taught to all children except those who are taken out by their parents. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. Our children learn predominantly about Christianity using the Understanding Christianity curriculum as well as learning about and from Islam and Sikhism. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

[Religious Education DfE Guidance](#)

Topic

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. A timetable of trips supports pupils' learning and enhances the curriculum as part of our long term planning.

[Humanities Programmes of Study](#)

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits

We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work to bring learning to life. We organise residential trips for our Year 4 pupils. Year 4 will spend two nights away in a local centre and this will help to prepare for longer stays as they venture further afield in their Middle Schools.

Workshops and Specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists from a range of outside agencies eg museums, circuses and local sports groups. We invite parents to use their skills each year and this enables us to form connections with new organisations or to facilitate a workshop/talk led by a parent.

Inspiration Days and Themed Weeks

We also have themed weeks throughout the year eg. Eco-Week, Fiver Challenge, Arts Week, Science Week etc Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Book Day, to match with events in the UK eg a national election, Remembrance Day and also to highlight our curriculum subjects eg Art Day.

The Role of Governors

Our Governors are involved in monitoring the consistent approach to Teaching and Learning at The St Nicholas First School. Governors monitor practice in the following ways:

- Reports and presentations received at Governors meetings, ie: Book Scrutiny;
- School visits to observe classroom practice in role as Link Governor;
- Teaching and Learning is a standing item on every agenda

The Role of Parents

We believe that parents have a crucial role in helping their child to learn. We do all that we can to inform parents about the progress of their child by:

- Sending home a termly learning map
- Holding regular Parent's Evenings and sending out interim reports
- Inviting parents in to the school to share in their child's learning;
- Holding parent workshops where we explain assessment procedures and teaching and learning strategies;

Impact

The impact of our curriculum will not only be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

But, will in fact be measured by how effectively it helps our pupils develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.