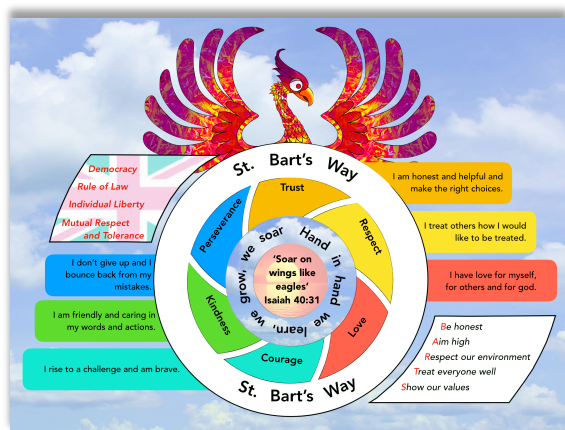


St. Bartholomew's Primary Academy

Curriculum statement

Hand in hand we **learn**, we **grow**, we **soar**

Purpose and Intent



Our curriculum is designed to ensure that it is enriched with engaging, purposeful and quality learning experiences that meet the needs and demands of our learning community. Carefully planned opportunities drive a **life-long love of learning** which promotes **positive learning behaviours** and helps our children to grow as **confident, well-balanced and successful individuals**.

Our curriculum intent is underpinned by our vision statement of **'hand in hand we learn, we grow, we soar'**.

We want our children to **learn** and understand a rich body of critical knowledge, skills and concepts that equip them to succeed in both today's and tomorrow's world, enabling them to have an impact on themselves and others.

We want them to **grow** as unique and curious individuals with the resilience and determination to continually better themselves. Through the curriculum they will refine their ability to create, perform, author high quality work, develop positive self-esteem and well-being and instil and demonstrate a set of core values and attitudes.

Our curriculum is underpinned by the 'National Curriculum 2014', using the International Primary Curriculum (IPC), and sets out to ensure our children acquire an in-depth knowledge and understanding of each of the different subjects.

We want our curriculum to enable every child to **soar** creating leaders, instigators, investigators, researchers and change makers.

Implementation

"Learning is a change in the long-term memory. If nothing has been changed in the long-term memory then nothing has been learned." - Kirschner, Sweller and Clarke (2006)

Alongside the detailed planning provided by the IPC we have created our own subject specific curriculum 'flight paths'; informed by curriculum intent. They are progressive and

develop the learners at their key milestones. They build upon prior learning and enable all pupils to understand what getting better in a subject, looks like.

Key **knowledge, skills** and **must-know vocabulary** is learned, retained and recalled through our provision. This will be regularly checked to ensure it is secure and in long term memory using low stakes assessment.

Quality CPD and resources will support the security of subject specific teacher knowledge and understanding so that they can make connections and links with both prior and future learning (progression of big ideas).

School learning environments will reflect our curriculum intent through subject specific displays.

Impact

We use a variety of strategies to evaluate the knowledge, skills and understanding. English and maths are tracked via ongoing formative assessment and termly summative assessments. EYFS, Year 1 (phonics), Year 2 and Year 6 are assessed against national assessments.

Other strategies to track the progress of our children against our curriculum include

- Regular feedback, marking and pupil voice feedback.
- Subject monitoring, including book looks.
- Regular low stakes knowledge assessments, using a range of creative approaches.
- Cross-trust moderation to ensure secure teacher judgements.
- CPD to ensure that teacher pedagogy and assessment is secure.

