



# St Martin's School

Headteacher: Mrs K. Bartlett

Chair of Governors: Mrs H.V. Bishop



## Curriculum Framework

<b>The goals of education in our school community include...</b>	working collaboratively to provide a nurturing environment, through Christian values, where everyone feels happy, safe, secure and valued.	a holistic curriculum that meets the needs of the children and ensures they have the skills, knowledge and understanding to be successful in a constantly changing world.	inspiring all to take responsibility for our own learning and become independent, curious, resilient, lifelong learners.	preparing all children to take their place as responsible and valued members of the local, national and global communities.	creating a culture of achievement in which individual personal, social and academic success is recognised and celebrated.	promoting healthy active lifestyles including mental health.	creating a culture of understanding and empathy for the beliefs and opinions of others.	fulfilment of the aims of the National Curriculum and Early Years Foundation Stage Curriculum.
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<b>We pledge that our school's curriculum, and teaching and learning approaches will reflect key articles from the UNCRC...</b>	<b>Article 2</b> No child should be treated unfairly on any basis	<b>Article 3</b> All adults should do what is best for children	<b>Article 8</b> Children have the right to an identity	<b>Article 9</b> Children have the right to live with a family who care for them	<b>Article 12</b> Children have the right to have their opinion listened to	<b>Article 13</b> Children have the right to find out things and share what they think with others, by talking, drawing, writing	<b>Article 15</b> Children have the right to choose their own friends
	<b>Article 17</b> Children have the right to get information that is important to their well-being, from radio, newspaper, books, computers and other sources	<b>Article 19</b> Children have the right to be protected from being hurt or mistreated	<b>Article 23</b> Children who have any kind of disability have the right to special care and support them	<b>Article 28</b> Children have the right to a good quality education	<b>Article 29</b> Education should help children use and develop their talents and abilities	<b>Article 30</b> Children have the right to practice their own culture, language and religion - or any they choose	<b>Article 31</b> Children have the right to relax and play

<b>We share the following key beliefs about teaching, cognition and learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our school's curriculum...</b>	Children are individuals	Pedagogy should be varied and matched to learning need	Clear skills progression	Teaching, learning and assessment form a continuous cycle	Flexible groupings based on AFL and next steps in learning	Learning journeys should be clear	Learning skills should be actively taught	Children should learn in stimulating indoor and outdoor environments	Enrichment activities should enhance the curriculum
	Children need to feel safe and happy to learn	Teaching strategies should be chosen based on the needs of the class	All children deserve equity	Teaching should be responsive	Task design should challenge thinking and deepen learning	Regular skills practice embeds learning	Children need to master learning	Parents and carer should be partners in the learning process	Effective feedback which impacts on learning

<b>Our whole school curriculum comprises of the entire planned learning experience underpinned by a broad set of common principles and approaches...</b>	Sequences of learning that link and build key ideas in and across subjects	Units of work based on clear hooks and outcomes	Flexible timings and organisation to ensure secure learning	Develop each child's personality, talents and capabilities to the fullest	High aspiration for all	Ensure children take ownership of their learning
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<b>Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in...</b>	the development of our School Values reflected in our actions	the development of our School Learning Skills reflected in our learning	reaching high standards in statutory curriculum areas reflected in our outcomes	development of professional skills and capacity, resilience and morale in teachers and leaders reflected in our culture, ethos, retention and recruitment
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<b>The impact of our curriculum is systematically monitored, evaluated and reviewed...</b>	by pupils, parents, leaders and governors to meet aspirations and drive continuous improvement of the curriculum as a driver for successful outcomes for all.							
<b>Does the curriculum...</b>	embed our school values?	develop learning skills?	provide challenge for all?	lead to high quality outcomes?	ensure deep learning?	provide equity?	provide enrichment?	develop the holistic child?
<b>Is the curriculum...</b>	inclusive?	responsive?	relevant?	coherent?	broad and balanced?			