



ST BARNABAS CE VC PRIMARY SCHOOL

Curriculum, Teaching and Learning Policy

Last Review Date	Next Review Date	Changes	Committee
Jan 2020	Sept 2020	Revised by SLT ahead of the governors committee in January 2020	Standards
Jan 2020	Sept 2020	Reviewed following professional reading to emphasize knowledge acquisition into long term memory	Standards
June 2019	June 2020	Revised policy incorporating the Curious-city curriculum	

We believe that our curriculum is the totality of the learning experience of the children and young people we serve at our school. We believe that curiosity is the driver of experience. We seek to ensure our children learn **powerful knowledge** which is retained **into their long term memory**.

"To save man from the morass of propaganda, in my opinion, is one of the chief aims of education." Martin Luther King Jr

"The function of education is to teach one to think intensively and to think critically." Martin Luther King Jr

Introduction

We believe everyone will succeed through experiencing quality in:

- An **enriched school experience** that is culturally responsive and linguistically relevant
- A **varied range** of teaching, learning resources and experiences
- An **ethos and teaching** that is inspiring , challenging and supportive
- **Strong links and partnerships** between home, school and the local community
- **Learning and teaching** that is progressive, reflective and purposeful and focused on knowledge acquisition into long term memory.

The St Barnabas Curriculum

***"The way of words, of knowing and loving words, is a way to the essence of things, and to the essence of knowing."* John Donne**

The Curriculum is all the planned activities and experiences that we organise and enable to promote learning, personal growth and development. It includes our delivery of the formal requirements of the National Curriculum, as well as the range of learning opportunities, play experiences and extra-curricular activities that the school organises in order to enrich the experience of our children. It is the totality of those experiences a child has at our school.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We believe that our St Barnabas Curious-city curriculum enables children to develop the knowledge, skills and personal qualities they need to be successful learners in all States of Being and ensures that knowledge in all primary subjects is secured. Teachers at St Barnabas use enquiry approaches in their planning to make connections between knowledge and skills within subject areas and also to ensure that key knowledge is secured in long term memory

We use a structured phonics approach (Letters and Sounds), mathematics framework (White Rose) and a structured English approach (Book Study) to ensure the core knowledge and skills of reading, writing and mathematics are secured into long term memory. **We provide a vocabulary rich school experience to ensure our children can**

speak and read confidently. Vocabulary is knowledge that enables our children to be successful in our school and in future learning. We use Word Aware best practice and recognise the centrality of language and vocabulary acquisition for our children, who predominantly have English as their second, third or fourth language.

The aim of our Curriculum Intent

Our Curriculum Intent is to inspire and teach our children through enquiry:

- About the world around them and their community.
- Their place in the world as valued, purposeful, active informed citizens.
- Their responsibilities for their future and the wider world.

Our Curriculum Intent is to inspire and teach our children through enquiry:

- *By linking them to their locality, its past and how to shape its future.*
- *Through lived experiences, enduring partnerships and collaborations.*
- *From their interests and passions.*
- *By ensuring a journey into previously unknown knowledge.*

Our Curriculum Intent is to inspire and teach our children through enquiry:

- **To learn within a distinctively Christian ethos and values**
- **Towards an understanding of Christianity that supports them to learn from each other's heritage, faith and families.**
- **To understand the links between Christianity, other religions and world views and the shared values that guide all humanity morally.**
- **So that their learning is continuous and lifelong.**
- **So that they grow to be successful self-regulating young people and adults.**

Our children will learn in the worlds we enable them to explore.

Our children will learn in partnership with our community and exploring their locality.

Our children will learn by looking at their inner world that shapes them and their qualities.

Statement developed by the staff, parents and governors of our school in May 2019

In September 2019 we commenced the introduction and development of our St Barnabas Curious-city curriculum in partnership with the organisation Lighting up Learning.

Curious-city curriculum

Our purpose is to connect learners as local citizens of today with the ideas, knowledge and skills they will need as the active global citizens they must become.

We will help them to be curious, ask probing questions and be brave in finding solutions.

They will:

- engage with the familiar and be engaged by the unusual
- be immersed in language and communicate in multiple languages
- know how to practise, be resilient and be challenged
- be proud of their local environment and think on a global scale
- win fairly and lose gracefully
- accept help, give willingly and embrace altruism; love difference
- be different and stand up for the rights of others just because it is the right thing to do.

We want them to be relentlessly creative, critically curious and to live ambitiously.

The intention of Curious-city is to create a culture of enquiry, curiosity and challenge that permeates both explicit and hidden curriculum. Written by teachers for teachers, the Curious-city approach not only inspires and guides our teachers to create contextually relevant enquiry-led experiences, it enables our school to create a bespoke, locally focused curriculum that goes beyond the National Curriculum.

Curious-city is not a commercial curriculum; it is a skeleton of curious and creative learning opportunities, progressively planned and mapped to the cognitive development of our learners. In collaboration with Lighting up Learning, the Curious-city approach provides just enough guidance for our teachers to inspire learners with access to local people, places and stories relevant to the school's locality and with plenty of room to respond to the ever changing world around us. Over time, and with the ground support by curriculum specialists, enquiries are shaped by us to make them truly our own. Our curriculum will be unique but not isolated: we are part of a family of curious, enquiry-led settings and collaborate regularly at learner, leader and teacher level.

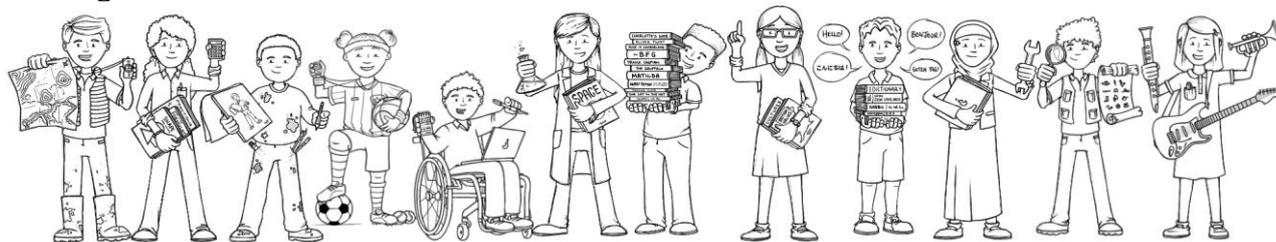
We implement the enquiry-led approach in several ways. Using **seven themes** that help to steer and give a particular flavour to an enquiry, learners seek answers to questions posed. The seven themes help our teachers ensure that a broad range of perspectives are offered during a year, and that they understand the purpose of the enquiry. This helps create a balance of experiences each and every year and ensures a breadth of experience in every year group



States of Being enable learners to focus on and/or combine powerful knowledge in different enquiries. Each knowledge-engaged state symbolises an aspect of the curriculum, helping learners to master both skills and knowledge of a subject, not just remember it. We want our learners to be Scientists, not just learn about Science.

We begin with a skeleton of our enquiry and we also respond to the progressive learning needs of

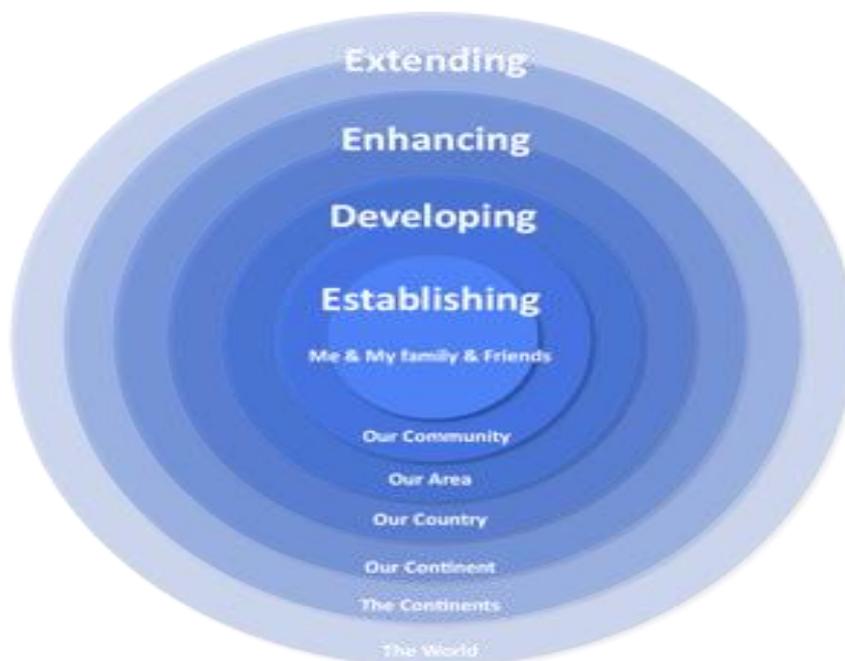
our learners. Elicitations are used to check prior knowledge. Each enquiry is likely to have focus States of Being. As children get older we help them combine states of being. We want learners to discover for themselves that they can be an Author, Scientist, Geographer and Philosopher at the same time and that some people combine these states to become, for example, an Archaeologists.



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

Cognitive development aligned with enquiry-led learning

Enquiry-led learning provides learners with **key questions** too big to answer in one go, but not so conceptually large that they cannot understand those questions. The purpose of enquiry-led learning is to guide learners through a scaffolded process to answering that big question. That question might be answered with a piece of writing, a performance or an animation. Cognitive development, emotional literacy and language levels underpin Curious-City. As well as purposeful links to mastery-led learning principles and attachment theory, we recognise children's awareness of the world develops as they mature and that this has a significant impact on their ability to learn.

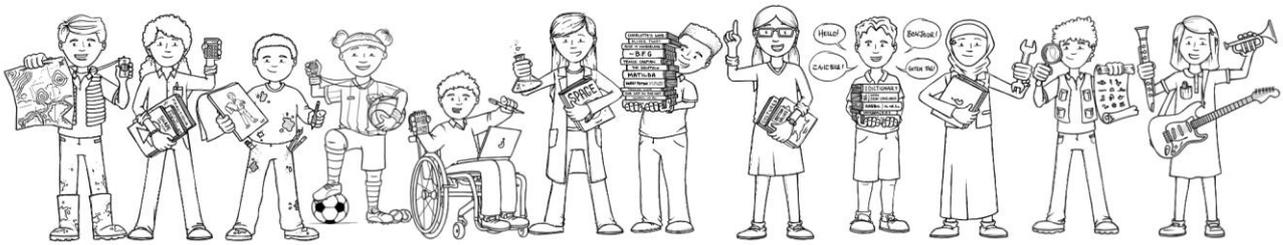


There is a 39 week progressive enquiry plan across the academic year, encompassing the States of Being. The usual Author (literacy/English) and Mathematicians (numeracy/mathematics) teaching sequences continue, linked to the enquiry where effective, enhanced by locally rich and relevant experiences through the inclusion of significant people, places and stories by weaving in faith, community and culture into enquiries.

The seven themes



enable learners to become...



Geographers • Scientists • Musicians • Authors • Philosophers • Mathematicians • Artists • Engineers • Historians • Linguists • Athletes

The impact of Curious-city can be seen and heard as well as represented in outcomes.

Impact can be seen through floor books, enquiry books, displays and challenges the children produce. The process of enquiry, as well as final outcomes, are represented within class floor books and enquiry books; the journey of learning. In classrooms, corridors and our learning zone enquiry working walls demonstrate those learning journey.

States of Being characters should feature in books, classroom displays and visual timetables. Our learners and families talk about the approach earnestly.

We know that when visitors and inspectors have visited other schools, the Curious-city approach has been talked about as having a positive impact on learning; our setting is no different. We know that in time, it will affect our reading and writing outcomes as the contexts and purpose for being an Author, for instance, become stronger and stronger.

Author (Reading) and Author (writing) – our intent for vocabulary and phonics acquisition, early reading and early writing

Our Curriculum intent is:

- To inspire and teach children through enquiry. As linguists they explore and should acquire a rich and diverse vocabulary knowledge through speaking, listening, discussion and collaboration.
- For pupils to develop phonological awareness, the key to early reading and writing, is through our teaching using Letters and Sounds (synthetic phonics) and linked to decodable reading books in EYFS, KS1 and, where appropriate, for some pupils KS2..

- For authors, as readers, to respond to a wide range of books read from a variety of cultures; questioning and forming opinions about their content and their authors, and moving from bringing levelled readers to supported readers.
- For authors, as readers to develop a love of reading whether a levelled reader or a supported reader.
- For authors, as writers, to understand genres, styles of writing, persistence and cohesive writing.
- For our children to write with real purpose and with their audience in mind

Mathematician- our intent for early mathematics

At St Barnabas we believe that our pupils should understand the world, understand how mathematics has a place in their world and be equipped with the knowledge and skills they will need in everyday life.

We believe maths is integral to all aspects of life and we make every effort to ensure that children develop a healthy and enthusiastic attitude towards mathematics that will stay with them. Children should be mathematicians as they delve into being scientists, engineers and geographers too, using these skills as lifelong learners in the wider world. The National Curriculum states that:

“Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.”

As a school, we strive to achieve this through:

- Developing resilient, competent and confident mathematicians through our exciting and diverse curriculum.
- Securing the fundamental knowledge of maths and developing children’s skills in fluency, reasoning and problem solving.
- Reasoning and solving problems by following a line of enquiry, conjecturing relationships and generalisations and developing an argument, justification or proof using mathematical language.
- Articulating their thinking clearly using accurate mathematical vocabulary
- Becoming fluent in mental methods of calculation; moving between written and mental methods of maths in all areas.

- Embedding the knowledge, processes and skills necessary to enable our pupils to use and apply their maths learning in a variety of contexts, in particular real life, and every day maths.
- Being mathematicians within other States of Being; as Scientists, as Engineers or Geographers.

Some States of Being e.g. Philosopher (Personal, Social, Health Education (PHSE) and Religious Education) Linguist (Languages), Engineer (Computing) and Athlete (Physical Education) are currently taught discretely but where it is possible to make meaningful links to an enquiry this is encouraged.

Linguist (Languages): Languages are not compulsory at KS1 but children have purposeful opportunities to learn French through singing, games and role-play. KS2 classes use the LCP French scheme of work to structure their French teaching.

Athlete (Physical Education): We provide swimming instruction and at St Barnabas this takes place for selected year groups aimed at ensuring all children can swim 25m by the end of their primary journey.

The REAL PE curriculum and partnerships with sports coaches are used to support planning and delivery.

In Year 6 all pupils have the opportunity to participate in a three day residential visit. Our EYFS and KS1 children explore our Forest School.

Our athletes actively engage in sports festivals and competitions

Engineering (Computing): Our school designed programme incorporates 5 strands: e-safety, programming, handling data, multimedia and technology in our lives

Philosopher (PSHE): At St Barnabas we have adopted the **Jigsaw** approach to PSHE Education, bringing together the elements of emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of children's individual differences and the need for appropriate match. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. Our **Sex and Relationships** (SRE) education is structured using **Jigsaw**.

Philosopher (Religious Education): St Barnabas uses the Bristol SACRE locally agreed religious education syllabus and the Church of England's Understanding Christianity curriculum framework.

"We will teach to enable every child to flourish and to live life in all its fullness." (John 10:10).

"When we see the face of a child, we think of the future. We think of their dreams about what they might become, and what they might accomplish." Archbishop Desmond Tutu

Our intent is that all learners at our school let their light shine. We are inspired by the words of Marianne Williamson.

*"Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that most frightens us. We ask ourselves, who am I to be brilliant, gorgeous, talented, and fabulous? Actually, who are you not to be? You are a child of God. Your playing small does not serve the world. There is nothing enlightened about shrinking so that other people won't feel insecure around you. We are all meant to shine, as children do. We were born to make manifest the glory of God that is within us. It is not just in some of us; it is in everyone. **And as we let our own light shine, we unconsciously give other people permission to do the same.** As we are liberated from our own fear, our presence automatically liberates others."*
Marianne Williamson *Return to Love* (1982)

Our children are taught using the pedagogy of States of Being.

Artist.

"Every child is an artist. The problem is to remain an artist as we grow up." Pablo Picasso

Athlete

"If my mind can conceive it, if my heart can believe it- then I can achieve it." Muhammed Ali

Author (Reader)

"When I look back, I am so impressed again with the life-giving power of literature. If I were a young person today, trying to gain a sense of myself in the world, I would do that again by reading, just as I did when I was young." Maya Angelou

Author (Writer)

"When I read great literature, great drama, speeches, or sermons, I feel that the human mind has not achieved anything greater than the ability to share feelings and thoughts through language."
James Earl Jones

"If I could live as a tree, as a river, as the moon, as the sun, as a star, as the earth, as a rock, I would. ...Writing permits me to experience life as any number of strange creations."
Alice Walker

Engineer

"Science can amuse and fascinate us all, but it is engineering that changes the world."
Isaac Asimov

"Good buildings come from good people, and all problems are solved by good design." Stephen Gardiner

Geographer

"Geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."
Barack Obama

Historian

"It is the past that makes the present coherent." James Baldwin

"A people without knowledge of their past history, origin and culture is like a tree without roots."
Marcus Garvey

Linguist

"You live a new life for every language you speak. If you only know one language, you only live once" Czech proverb

"A different language is a different vision of life." Federico Fellini

Mathematician

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." Shakuntala Devi

"Geometry is one and eternal shining in the mind of God. That men share in it is among the reasons that Man is the image of God." Johannes Kepler

Musician

"Without music, life would be a mistake." Friedrich Nietzsche

"If you don't make mistakes, you aren't really trying." Coleman Hawkins

Scientist

"Science is fun. Science is curiosity. We all have natural curiosity. Science is a process of investigating. It's posing questions and coming up with a method." Sally Ride

Philosophers

"We are each made for goodness, love and compassion. Our lives are transformed as much as the world is when we live with these truths." Archbishop Desmond Tutu

"It is greed to do all the talking but not to want to listen at all." Democritus

Our curriculum is a route to social action. We recognise that education is the most equitable route into social action and that those involved in service to others under the age of 10 are two time more likely to have formed a habit of service than if they start social action between 16-18.

Effective learning

In order for the St Barnabas Curious-city curriculum to lead to curiosity and creative teaching and learning, the implementation approaches are founded on the following principles.

Children:

- know what it is they are going to learn (**the learning objective**) and have an input into creating their learning.
- build upon their prior knowledge (elicitation).
- help shape their own enquiry based on their own passions and interests.
- know what they need to do to be successful learners.
- are helped to assess their own learning and the learning of others.
- receive **positive feedback** that helps them to identify what they need to do next.
- have time to reflect and review their learning.

- feel cared about and are happy, secure, motivated and stimulated.

In addition:

- the learning environment is well organised, attractive, stimulating and positive. Children experience a variety of learning situations, indoors and outdoors, onsite and offsite.
- teachers ensure lessons are interesting, stimulating and fun, and children have the opportunity to learn through first-hand and multi-sensory experiences.
- expectations of teachers are high and they ensure they have the subject knowledge needed to teach their children.
- timetabling provides opportunities for flexibility.
- external links are sought, sustained and welcomed – especially from parents/carers and the wider school community.

The Learning Environment

At St Barnabas CEVC Primary School we ensure a consistently high standard of presentation across the whole school.

We provide a calm but visually stimulating learning environment for all pupils, promoting continuity and coherence across the school and giving purpose and value to children's work.

We believe that high quality learning environments give children positive affirmation and parents feedback that the learning that has been produced in class has been appreciated and celebrated; inspiring all pupils to achieve their best and to LET THEIR LIGHT SHINE.

The classroom learning environments for English, Mathematics and our Curious-city enquiries are based on the 'working wall approach' where teacher modelling and prompts are displayed as part of ongoing learning in each classroom. These areas should model the learning process and where appropriate success criteria and WAGOLLs (What a good one looks like).

Children's work is used to affirm features of work that are desired. This work can be first drafts, modelling that we learn by our mistakes.

Vocabulary relevant to the focus of the learning is evident and is coded to ensure children have a strong grammatical understanding of nouns, verbs, adjectives and adverbs. All key vocabulary that arrives into our classrooms and school should be explored with our children.

It is intended that there is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning approaches and may include books, artefacts and concrete materials.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are put on a wall for reference. Pen Pals handwriting appropriate to the age group should be modelled.

The learning environment expectations are:

- all display boards must be hessian backed with a ribbed border
- Author (English), Mathematician and Curious City curriculum should have a designated display area in the classroom, along with a high quality reading area and class worship/reflection area.
- work used for celebratory displays including photos, pictures, headings, etc. should be laminated or single/double mounted to reflect the quality and importance we attach to presentation.
- captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display. These should be written using Pen Pals font appropriate to the age group.
- all children's work should be named with their first name.
- teacher's desks and work areas should reflect a sense of pride and sets a good example for pupils.
- the classroom and common work spaces should be clutter free. All staff are expected to clear those spaces
- communal areas around school reflect a high standard of presentation and all staff are responsible for maintaining these.

Our digital intent

Speak kindly, wisely and make a positive contribution to the digital world.

Have an enjoyable and engaging digital learning journey.

In our digital community, we show respect to devices and information.

New technology empowers and includes the whole school community.

Everybody develops a positive and safe identity online and offline.

Assessment

We believe that assessment provides the basis for responsive teaching, helping pupils to overcome difficulties and ensuring that teaching builds upon what has been learned previously. It is also the means by which pupils understand what they have achieved and what they next need to work on.

Marking, feedback and formative assessment will be used at St Barnabas to:

- indicate strengths in learning and areas for improvement.
- support the effectiveness of teaching and learning and inform lesson planning.
- give pupils motivation and encouragement and indicate progress towards targets.

All children will receive feedback in every subject. The school recognises that there are different ways in which marking, feedback and formative assessment can be completed according to the learning involved in the lesson and the age or ability of the children.

When possible marking, feedback and formative assessment should happen either during the lesson or as soon as possible after the end of the lesson in which the learning has

taken place. Where written feedback expects a response children should be given the opportunity to respond to feedback before they continue learning in that state of being or enquiry.

Equal opportunities, equity and special educational needs

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching approaches. Equity can only be achieved through the active removal of barriers to learning and proactive adult responses so that children's needs are met.

Children whose needs require additional resources, will be provided with these by the class teacher. This approach will motivate and support children's learning at all levels; including the able and potentially able, children with EAL at an early stage of English and children identified with a Special Educational Need (SEN) or disability.

Monitoring and evaluation

The Senior Leadership Team is responsible for monitoring and reviewing the Curriculum and its implementation on an annual basis.

This process is achieved through:

- formal and informal discussions with staff and children
- observations of lessons in the learning sequence
- scrutiny of children's books and work and feedback to staff
- Monitoring of planning to ensure curriculum sequencing and progression
- Speaking with children about their learning.

Senior leadership team and governors of St Barnabas CE VC Primary School January 2020