



St Gabriel's CE Primary School

Curriculum Offer - Overview

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Self-belief Courage Resilience Ambition Harmony

"Stand firm... be courageous" 1 Cor 16:13

Our School Vision:

Our aim is to nurture children with the confidence and self-belief to achieve their best;
to have the courage to think for themselves;
to be resilient in their learning and ambitious in their hopes and dreams;
to live in harmony, respecting others;
to search and question throughout life's journey;
to find personal faith;
and to learn about the Gospel of hope and love found in Jesus Christ.

The attributes upon which we aim to build character, integrity and personal fulfilment are rooted in FAITH:

Self-belief Courage Resilience Ambition Harmony

"Stand firm... be courageous" 1 Cor 16:13

Our Children's Personal Mission Statement:

I am a member of St Gabriel's family.

I want to be the best that I can be.

I'm learning lots about myself and my own abilities: things I'm good at and the things I find hard.

I'm learning the confidence to always have a go, to always try my best.

I'm learning to **believe in myself**.

I'm learning to find the **courage** to be me and to stand up for what I believe.

I'm learning **resilience** to keep on trying, even when it's tough.

I'm learning to think for myself, to ask questions and find answers.

I'm learning to have **ambition** for big dreams!

I'm learning to live in **harmony**: to be happy in myself, to be a good friend, to treat others in the way I want to be treated.

I'm learning about **faith** and the Christian message of hope and love in Jesus Christ.

Our Curriculum Vision:

Summary of our aims – why we teach what we teach:

We want learning to be **fun and engaging** for both children and staff!

Our curriculum reflects our core values to foster confidence, curiosity, faith and an understanding of the Gospel message of hope and love in Jesus Christ.

Whilst we want all children to achieve their best academically, it is also our intention that our **curriculum has a deeper purpose** – to develop children’s self-belief and desire to improve.

We know that self-belief can’t be awarded or given, it is something we gain through experience. But because we can both gain *and* lose confidence through our experiences, we aim to provide a **rich and engaging curriculum** with opportunities for all children to experience success, be motivated to learn and grow in self-assurance and hope.

It is also true to say that sometimes we can learn from our failures just as much as through our successes. Since children need to experience both to develop resilience and tenacity, we foster a supportive, **‘have-a-go’ culture** across school, where individual effort and resolve is recognised and rewarded, even if the target isn’t always achieved.

The topics we teach are aimed to **inspire curiosity** and broaden our children’s knowledge of our world. We aim to include local and regional content wherever possible to provide meaningful and relevant learning for *our* children in *this* school.

Through a wide range of opportunities and activities: knowledge based, sporting, musical, creative, horticultural, we aim to spark new interests, engage curious minds and build self-confidence.

Reading fluency is the key to unlocking future learning. That is why developing our children’s language and reading is paramount and is prioritised throughout school.

Through promoting active bodies and active minds we hope to develop our **children’s physical health and mental wellbeing** and their awareness of personal safety in the wider world and online.

Our approach is **enquiry based**, encouraging children to think for themselves but also to collaborate and work as part of a team, learning relevant and essential skills for the future.

Through our teaching and by our example, we want children to **question and reflect** on what they learn. By this, we hope to deepen self-awareness and nurture core values in our children – **nourishing their personal and spiritual development.**

As a Church of England school, we profess the Good News of Christianity.

We share and reflect our Diocesan Vision, **“standing firm in one spirit”** built on love, hope, grace and service – a vision rooted in the Bible. Our school family nurtures prayer and worship, establishing the value of personal belief and developing a sense of wonder, awe, curiosity and mystery. We recognise and respect diversity and the beliefs of others whilst being witnesses to the Gospel values and the person of Jesus Christ.

For our children, we hope that through the challenges they meet, the failures they overcome and the successes they achieve, they will become bold and self-assured individuals, able to “stand firm...” and “be courageous” – well equipped for the next steps in their school journey and lives beyond.



The Diocesan Vision for Schools

As a Blackburn church school, we share and promote the Diocesan vision that our children will have the opportunity to:

- Reflect on the importance of a system of personal belief
- Recognise the place a Christian faith has in the lives of people
- Develop a sense of wonder, awe, curiosity and mystery
- Be creative, questioning and imaginative within a broad Christian framework that recognises the importance of experience, personal values and respect for the beliefs of others
- Recognise, respect and celebrate cultural diversity

and also, that our children will be nurtured to achieve the following attributes and confidences:

- Know how to pray
- Know the Christian belief that they are loved by God
- Understand the story of salvation revealed in the Bible and fulfilled in Jesus Christ
- Have explored, and know how to explore, the Christian faith
- Be guided by a spiritual compass, based on gospel values and the person of Jesus
- Love their neighbour and seek to serve them, to bring justice and to embrace both sacrifice and service
- Understand the life-long transformational effect of God for individuals, communities and nations

Our Curriculum Design & Intent:

If learning is to be both “fun and engaging”, then the curriculum content must be inspiring and engaging too. If children are to know more and remember more, then this is best achieved through topics and activities that are themselves interesting and intriguing.

In KS1 and KS2, we have decided not to ‘reinvent the wheel’, and write all our own resources, but have purchased published, knowledge-rich schemes with clear progression. We have adapted these resources to meet our school’s needs, whilst ensuring that National Curriculum requirements are maintained. We have carefully considered the balance and sequence of our curriculum content – what to teach and when, whilst always stressing the importance of reading, language and vocabulary. Our school context requires a strong focus on these three areas.

In EYFS, our curriculum is designed to meet the needs of each individual cohort – having clear baseline expectations which must be met before the ‘meat’ of learning can begin. This curriculum, whilst responsive to the needs and interests of the individual cohort, has clearly defined learning outcomes. These include the knowledge and skills, as defined by our Y1 teacher, as being essential prior learning in readiness for KS1. This ensures that EYFS feeds into and underpins the new learning to be undertaken at the start of Year 1.

Coverage and teaching time are often issues in primary schools – seemingly never enough time to teach all that is required. To ensure coverage and breadth in KS1/2, we have allotted ‘time allowances’ to each curriculum area and created a timetable for each key stage that best ensures this ambitious curriculum can be delivered.

Subject Leads have ensured that key learning is prioritised and National Curriculum requirements met, charting both coverage and progression in all subjects. The result is a broad, balanced and carefully planned curriculum, utilising quality resources. These new materials are in digital formats, most being accessed via online platforms, enabling them to be shared by all staff.

We know what to teach, when, how and why. And, we have clear end points and outcomes to measure progress and impact.

The Covid pandemic has taught us the importance of being able to accurately pinpoint what learning has already taken place, what has been missed and what is key to ensuring future progress. Through our re-organised and re-resourced curriculum, we feel our overall intent has never been clearer.

Sources of curriculum content for KS1 and KS2 and content/reference for EYFS*

Our taught curriculum utilises the following:

White Rose Maths*

Read Write Inc Phonics*

Read Write Inc Spelling (Y2-Y6)

Nelson Handwriting*

Plan Bee - Science

RE – Understanding Christianity / Questful RE (BwD Diocesan resource)*

Purple Mash Computing*

Rising Stars/Plan Bee - History

Rising Stars/Plan Bee - Geography

Plan Bee - Art and Design

Plan Bee - Design Technology

PSHE Association - PSHE (Enquiry Approach model)*

Rising Stars - French

Charanga Music*

PE – I-Moves; St Bede's curriculum offer; professional coaches for gymnastics, athletics and after school provision*

Our Curriculum Implementation:

Our approaches to teaching our curriculum – St Gabriel's pedagogy

Learning to Learn

We have identified seven key approaches to learning. These are broad key skills we want children to experience and develop over time, across the curriculum.

Different topics and tasks will inevitably lend themselves better to different approaches. But overall, we consider these to be essential activities for children to experience and develop. Of the seven, we place the greatest emphasis on the ability to enquire and reflect. Most lessons begin with enquiry questions and encourage reflection, both on previous learning and/or next steps.

- **Enquire** - ask and engage, invoke awe and wonder, develop intrinsic motivation
- **Think** - develop information processing skills and language to communicate
- **Imagine** - apply ideas, concepts and knowledge, develop thinking skills
- **Create** - present thoughts, feelings and ideas in different ways
- **Explore** - be adventurous, seek possibilities, develop problem-solving skills
- **Collaborate** - develop social skills, value and respect own and others' opinions
- **Reflect** - develop reasoning skills and awareness of own strengths and areas to improve

The foundation of Early Years curriculum and practice

These 'Learning to Learn' attributes build upon the approaches developed in Early Years – the Characteristics of Effective Learning:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Our school aims to foster self-belief, courage and resilience are clearly linked to all these attributes of effective learning.

Lesson pedagogy and content 'flow'

Teachers will have individual styles and approaches – which are highly valued, but each lesson will contain the same, or similar, **essential pedagogy or 'lesson flow'** - **ACTRR**

State the Aim:

- What we want children to learn, practice or embed. This will often be in the form of an enquiry question.

Check prior knowledge required to meet this aim (gaps)

- A check of essential concepts and knowledge via key vocabulary.

Teach

- Teach the required content to meet the stated aim.

Review progress:

- Ongoing checks of understanding throughout the lesson (feedback and marking) to correct misconceptions.

Reflect on what has been learnt:

- A final review of progress – or a collective answer to the lesson question, with a reflection on what next...

Vocabulary Acquisition

All teaching places great emphasis on vocab – embedding the familiar and acquiring the new.

We have developed approaches to learning and embedding the three tiers of vocabulary:

Tier 1: high frequency spoken

Tier 2: high frequency written

Tier 3: subject specific

We have built the importance of broadening children's vocabulary, and thereby their general knowledge and understanding of concepts, into our overall teaching pedagogy (see above).

We also develop these skills through:

- Encountered vocab – identifying and revisiting vocab from conversations, class readers, English comprehension and transcription work.
- Taught vocab – all year groups introduce and teach the application of a specific, planned 'word of the week'.
- Topic words – subject specific key vocab is identified on Knowledge Organisers and displayed in classrooms.

We ensure that word lists are not just 'lists' but are a way of teaching and linking concepts and understanding. It is conveying the meaning and correct usage of new vocabulary that is essential in deepening children's knowledge and understanding.

Knowing more and remembering more – Knowledge Organisers

We use Knowledge Organisers in History, Geography, Science and RE to support children in their ability to know and remember more.

Our Knowledge Organisers contain key vocabulary (concepts and definitions), the key enquiry question or the key learning that is being delivered in each lesson in that particular topic, a selection of key facts and suggestions for further research, including online links and recommended books.

This gives both children and parents a clear understanding of what we are wanting to cover and learn about. It also encourages parental support and involvement.

Meeting the Needs of all Children

Our Curriculum Offer states:

“We want learning to be fun and engaging” and “we foster a supportive ‘have-a-go; culture across school, where individual effort and resolve is recognised and rewarded”.

Our curriculum resources and teaching approaches are designed to be inclusive, with the hope that all children can access and participate in activities.

However, children who are working towards expectations, or have additional needs, may require support and differentiated activities. They may also need to demonstrate their knowledge and understanding in alternative ways eg orally or visually. Those children with particular needs who have individual learning plans where an alternative curriculum is taught, will experience activities aimed at achieving their specific outcomes. Links to the wider school curriculum will be made wherever possible and appropriate.

“Our approach to teaching and learning is enquiry based.”

The use of visual teaching slides and practical tasks, along with targeted questioning and discussion ensure that children experience a range of opportunities which will enable them to access and engage in their whole class learning journey.

Our aim is for children of all abilities to contribute towards and share in the curiosity and excitement of exploring a broad range of topics together. Our enquiry approach underpins this aim and is applicable to children of all ability and understanding.

Curriculum Impact:

Foundation curriculum – measuring impact

Subject specific vocabulary has a key role in assessing children's understanding of concepts and knowledge. This vocab is routinely checked at the beginning of lessons and forms part of our teaching pedagogy and lesson flow.

Assessment tasks and quizzes are also used. These are designed to help class teachers make judgements regarding what children have learnt, applied and remembered. These assessments are combined with a range of ongoing, lesson-based monitoring, such as feedback and marking, class discussions, questioning and observation of collaborative tasks and group presentations.

Impact over time is sampled by Subject Leaders through Impact Interviews with groups of children – asking questions and recalling key learning from past topics.

In addition, Curriculum Impact documents are completed by teachers at the end of each topic, recording outcomes in terms of children's achievement along with their levels of engagement with, and enjoyment of, each topic.

This information is shared with Subject Leaders and SLT. These documents also enable class teachers to reflect upon and evaluate each topic, noting details with regard to supplementary resources used, amendments made and suggestions for the future.

Core curriculum –measuring impact

In addition to lesson-based feedback and marking, impact in phonics, maths and English is more formally assessed.

NFER comprehension tests are delivered in Years 1 to 6 and White Rose Maths has ongoing in-built assessments. Both these are used diagnostically to inform next steps in teaching.

Monitoring progress in Reading is rigorous:

- Read Write Inc assessments are used every 6 weeks to closely monitor children's progress in phonic knowledge.
- A Read Write Inc external adviser visits school to analyse data and support staff in maximising children's phonic progress.
- Reading Trackers and Progress Records are kept by all year groups – these chart children's progress across our reading scheme in terms of fluency from EYFS to Year 6 and ensure a broad range of books are read at each child's current fluency level. Progress Records are kept to monitor children's acquisition of key National Curriculum skills.
- Lower attainers are targeted using Salford assessments and provided with additional support.

Other assessments are utilised in specific year groups or key stages:

- Wellcomm early language acquisition – from EYFS as appropriate
- Lucid Rapid dyslexia screening – from Year 1 onwards

Statutory assessments

- Reception Baseline Assessment – in the first 6 weeks of EYFS
- Phonics Screening Check – Year 1
- SATS teacher assessments – Year 2 (now optional and not reported to the DfE)
- Times Tables – Year 4 online
- SATS – Year 6

Monitoring Progress

Target Tracker is used to capture headline progress in English and Maths at both KS1 and KS2.

Assessment in EYFS is rigorous and directly linked to the individual curriculum developed for this school by our EYFS Lead.

All this data allows SLT and the SENCO to monitor overall progress by individual children and by vulnerable groups eg SEN, Pupil Premium.

Staff workload is always considered alongside the value of the feedback provided.

Enrichment Experiences:

Please refer to the following:

- Enrichment plans for the love of reading: class story time; Recommended Reads; Brilliant / Fantastic Book Awards; Library Loan Topic Boxes; Museum Loan Topic Boxes
- St Gabriel's Journey Enrichment Plan - memorable experiences, trips, visits and activities we want our children to have had the opportunity to participate in throughout their years at our school.
- Spiritual, Moral, Social and Cultural Development – see our Policy; SMSC Across the Curriculum Overview; Evidence & Impact of SMSC at St Gabriel's