

The St Botolph's Curriculum

Aletheia Anglican Academies Trust curriculum intent statement:

To inspire individuals to flourish and make informed choices about how they live their lives, realising and developing their unique talents, both for themselves and wider communities.

St Botolph's Statement of Intent:

Our service to the school community will seek to fulfil Jesus' promise of 'life in all its fullness.' We will provide a committed and consistent approach. The curriculum will expand opportunities and widen horizons for all. Our Christian values of respect, resilience and responsibility will foster a strong sense of belonging.



Equality and Inclusion

All children are entitled to access a broad and balanced curriculum that enables them to make progress, so that they:

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood, whether into employment, further education or training







We shall:

- Set high expectations for every pupil
- Use assessment to ensure progression and to identify areas of difficulty
- Plan so that all pupils can access every aspect of our curriculum, including a wide range of extra-curricular activities
- Use our best endeavours to address areas of difficulty and remove barriers to achievement
- Identify in advance the support and adjustments pupils require in order to learn successfully
- Support pupils where necessary and make reasonable adjustments to the work set to meet individual needs. This will include provision for pupils who have fallen behind and those who would benefit from greater depth and challenge in order to learn well



Pedagogical approach

Our approach is clear – children must be engaged and actively involved for learning to be real and meaningful. Knowledge and skills are at the heart of what we do. We believe in cooperative, collaborative learning; the use of Kagan structures enhances this. Considered questioning challenges children at all levels with Thinking Hard devices embedding their knowledge and skills, restructuring their thought processes. Cognitive science focuses our teaching to commit learning to long term memory using retrieval practice. Our 6 big ideas give children a foundation in the understanding and skills needed to build on for their future. These are the whole school focus, uniting the community, connecting the learning.

 Investigation	 Significance	 Comparison
Understanding the importance of investigation and how this has led to significant change in the world	Understanding why significant people, places, events and inventions matter and how they have shaped the world	Understanding how and why things are the same or different
 Change	 Nature	 Humankind
Understanding why and how things have changed over time	Understanding the complexities of the plant and animal species that inhabit the world	Understanding what it means to be human and how human behaviour has shaped the world

These 6 big ideas link our subject-centred curriculum, giving connectivity to learning, allowing pupils to return to the same concepts, building an understanding of them. Themes for subjects are chosen to support progress, allowing subjects to come together, putting the National Curriculum into a meaningful context.

We believe that a successful curriculum is brought to life by quality first teaching, inspirational learning activities and opportunities to collaborate.

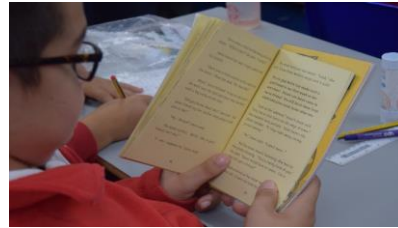
The learning philosophy for the St Botolph's Curriculum is:

- ❖ Each term begins with a **memorable experience** based upon the term's big idea. The whole school community engage in activities to launch the underlying big idea for the term.
- ❖ During the **develop stage**, we dig deeper to learn skills, knowledge and understanding of subjects across the curriculum learning new, relevant vocabulary
- ❖ The term culminates with a **sharing of the learning**. Children are given the opportunity to apply their skills, knowledge and understanding in a real-life context, practicing their newfound skills. They become the performers, the experts, the informers - sharing their achievements with others (parents, classmates, and the community). This is the opportunity for the children to celebrate their learning.

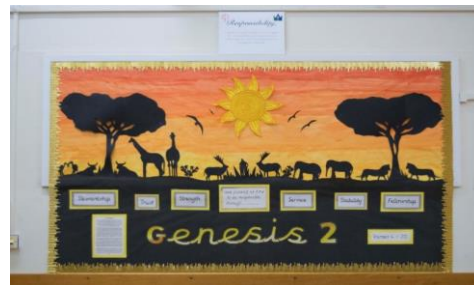


Core Subjects

Great writers are created through being exposed to quality texts. Read into Writing inspires children to plan and write for different purposes and audiences. We delve into high quality picture books and children's fiction analysing character, theme and plot in depth and teaching vocabulary and grammar in context. The use of Accelerated Reader encourages the understanding of texts and continually monitors progress in reading skills. Mathematics Mastery empowers our pupils, improving fluency and understanding. We provide building blocks towards mastery, with opportunities for both guided and independent practice. This is supported through both the acquisition of language and the use of resourcing.



Religious Education teaching follows the Understanding Christianity materials, provided by the Diocese of Rochester, to develop knowledge and understanding of religious beliefs. It provokes challenging questions about the meaning and purpose of life and beliefs about God, whilst fostering mutual respect and tolerance within a diverse society.



Foundation Subjects

Our subject-centred curriculum raises the profile of individual subjects communicating clear expectations for both teachers and children about what will be achieved within them. The curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The progressive curriculum ensures children develop responsibility and resourcefulness in their learning. They are challenged to apply subject specific knowledge which is the passport to preparing them for adult life.

Forest School

Through Forest Bots, we endeavour to inspire pupils to achieve and develop confidence and self-esteem by facilitating hands on learning experiences in a natural environment, promoting 'flow' and risk taking. Children learn to be resilient as they develop their outdoor learning skills, learn respect for their environment and take responsibility in a collaborative environment.



Assessment

Learning is a change in long term memory. By ensuring we use a range of formative assessment strategies, we strive to support our children in sustaining a mastery level of understanding in all subjects. Retrieval practice and low-stake quizzes are used to review learning and check children know more and remember more. The use of regular questioning and feedback marking, supports teachers to assess pupils' understanding of the objectives within the National Curriculum.

English and mathematics are formally assessed twice a year with written assessments being undertaken from Year One onwards. Teachers form their assessment using results from these tests, work in the books, and their professional judgement to determine pupil achievement. From these assessments, gaps are identified and targeted interventions put into place to assist the learning.

Cultural Capital

Cultural capital gives our pupils the essential knowledge they need to be educated citizens who understand and believe in British and Christian values. We help them to engender an appreciation of human creativity and achievement by ensuring they experience the works of a variety of artists and music styles, being exposed to archaic texts through our class reading books, sharing of a weekly Eucharist Service, as well as performing to an audience each year. We support pupil's improvement through a coherently planned academic curriculum, underpinned by key principles which shape our work and reflect the unique needs of our pupils, in order to:

- Expand opportunities – through school trips, extra-curricular activities, arranging visitors to school and engaging with the local community.
- Widen horizons – through a carefully planned curriculum that enables children to become open-minded and understand their place in the world and the impact they can have upon it.
- Improve vocabulary and communication skills –exposing pupils to high level vocabulary and focusing on oracy skills through regular performances, presentations, and a child-centred, collaborative teaching approach.



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