

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

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Our English work links with the topic work wherever possible. Texts are carefully selected to challenge children's thinking, developing a growing vocabulary whilst exposing them to quality literature. The use of Accelerated Reader encourages the understanding of texts and continually monitors progress in reading skills.

Our use of 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.



At the heart of our curriculum are our 10 big ideas:

 Change	 Comparison	 Creativity	 Humankind	 Investigation
Understanding why and how things have changed over time	Understanding how and why things are the same or different	Understanding the creative process and how every day an exceptional creativity can shape the world	Understanding what it means to be human and how human behaviour has shaped the world	Understanding the importance of investigation and how this has led to significant change in the world
 Materials	 Nature	 Place	 Processes	 Significance
Understanding the properties of all matter, living and non-living	Understanding the complexities of the plant and animal species that inhabit the world	Understanding the visual, cultural, social, and environmental aspects of places around the world	Understanding the many dynamic and physical processes that shape the world	Understanding why significant people, places, events and inventions matter and how they have shaped the world

These 10 big ideas are explored through topics, allowing pupils to return to the same concepts, building an understanding of them. Topics 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 listen and plan for the developing interests and motivations of the children. Therefore, the St Botolph's Curriculum is built upon a four-stage teaching and learning philosophy; The Four Cornerstones of Learning:

ENGAGE – DEVELOP – INNOVATE – EXPRESS

During each stage, the children will:

Engage

- ❖ have memorable first-hand experiences – for example going on a visit outside of the classroom or inviting a specialist visitor into the classroom
- ❖ be introduced in exciting ways to the new topic or theme
- ❖ begin initial research and set enquiry questions
- ❖ be excited to engage with their new topic



Develop

- ❖ dig deeper to develop their skills, knowledge and understanding of a topic across the curriculum
- ❖ research their own questions and those posed by others
- ❖ learn new, relevant vocabulary
- ❖ compose, make, do, build, investigate, explore and follow new pathways of enquiry based on their own interests
- ❖ practice their newfound skills



Innovate

- ❖ apply previous skills, knowledge and understanding in real life context
- ❖ be challenged with real or imagined problems and situations to solve using knowledge and skills from the earlier stages
- ❖ be inspired with imaginative and creative opportunities
- ❖ have time to re-visit skills, knowledge and understanding not grasped during the develop stage

Express

- ❖ become the performers, the experts, the informers
- ❖ share their achievements with others in many different ways - parents, classmates and the community
- ❖ evaluate finished products/processes
- ❖ tie learning back to the beginning
- ❖ celebrate



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. We assess using milestones to ensure sustained mastery, focussing on skills learnt to demonstrate the knowledge retained. The impact of the Foundation Curriculum is judged at the end of each milestone in Year 2, 4 and 6. The goal is for all pupils to have sustained mastery, being fluent in the content, allowing those that can to have a greater depth of understanding. We monitor to ensure pupils are on track to reach the expectations of the National Curriculum. Teachers assess how well the children have retained information at a distance from previous learning, demonstrating the skills they have learnt.

English and Mathematics are formally assessed three times a year. Written assessments are undertaken from Year One onwards, with teachers forming a teacher assessment using the results from tests, work in the books and their professional judgement to award the grade. From these assessments, gaps are identified and targeted interventions put into place to assist the learning.

Regular formative assessment leads the learning, with the use of quizzes and unit tests informing the next steps in 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 including archaic texts in our class reading books, ensuring they experience the works of a variety of artists and music styles, 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:

- Broaden horizons – We plan memorable experiences to increase the range of pupils' knowledge, understanding and experiences
- Widen opportunities – expanding chances to enhance possibilities
- Improve vocabulary and communication skills – specific key word teaching, exposing pupils to high level vocabulary and improving spoken communication in class and through performances.



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