



Our Curriculum

Where those who inspire, come to be inspired
Every child, every lesson, all the time

Intent

Curriculum is derived from the Latin word 'currere' and our curriculum is therefore the 'path' we want our children to take on their journey with us through All Saints.

We want to stimulate children's natural curiosity through our knowledge-based curriculum and encourage each and every child in our care to develop a passion and a love for learning *where they are not only inspired by what they are taught but are also able to inspire others with what they can do.*

With our literacy-rich approach across the curriculum, we seek to encourage all our children to be confident, critical thinkers who are reflective of their own learning and open to the idea of challenge and new possibilities.

We aim to guide all our children towards becoming compassionate, responsible individuals, who respect and celebrate the cultural diversity of their local community and the wider world around them.

Our curriculum has been designed to:

- Ensure the full range of objectives outlined in the National Curriculum are covered as a minimum expectation.
- Ensure pupils know and remember more through skilled curriculum planning and delivery.
- Go beyond just the academic expectations and offer a wealth of opportunities to broaden pupils' horizons and aspirations.
- Embed cultural capital and British values into our curriculum.
- Meet the needs of children with SEND through carefully adapted personalised provision that enables all children to be included in the learning offer.

Implementation

There is strong teaching across the school in English and Mathematics and strong coverage of the curriculum throughout all years. Staff follow the curriculum plans to teach consistent and progressive disciplinary and substantive knowledge. Implementation is embedded securely and consistently across the school. Lesson

implementation comes through using curriculum plans that go beyond the National Curriculum.

All Saints teachers have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent. Our teachers are adept at planning sequences of learning which are scaffolded to enable and extend. Pupils are explicitly taught key vocabulary to close the vocabulary gap. This is explored and discussed with pupils regularly. Learning environments are used as teaching aids and provide information that pupils can use to help them grow as learners.

Staff use the Anthem Way to deliver the curriculum and teachers have been trained to use a range of strategies to help children know and remember more. These include hinge questions, retrieval practice and reducing cognitive overload. They ensure that previously taught information is re-visited, to securely embed that learning in long-term memory.

Teacher's planning is reviewed, as a staff team, every half term; it shows good subject knowledge and is designed to ensure engagement at the highest level. This is seen in class daily where children's attitudes to learning are outstanding. Using ongoing assessment, lessons are adapted to ensure inclusion both in the planning stage and in the delivery through formative assessment. Following the morning session, 1:1/small group conferencing picks up any misconceptions and secures understanding ready for the next day. SEND pupils are supported through differentiated approaches, scaffolding, additional support and intervention, which include pre-teaching to ensure everyone has the opportunity to be successful.

Impact

On average, our typical Year 3 pupil joins us with attainment close to national averages. From these beginnings, learners make very good progress to leave us with very positive academic outcomes. We are proud of our children's academic attainment, which is always well above average and sometimes, significantly so.

The full extent of our academic impact and the improvements over time, can be seen in our IDSR. Children eligible for PP achieve at least as well as their peers by the end of KS2. No group of pupils, or subject, underperforms. Our progress scores are all positive and we note the clear IDSR advice about pupil progress in junior schools being below the average for all primary schools. In addition, our pupils' wider personal development is excellent.