

Great Marsden St. John's Primary - a Church of England Academy.  
Our Curriculum Statement 2020/21

We ask that Christ will live in our hearts through faith making us  
rooted and grounded in LOVE.

Ephesians 3

LOVING God

LOVING Others

LOVING Ourselves

LOVING Learning

LOVING Life

### Our Vision

Our children will experience love, respect, faith and success as unique individuals within our school community and the wider world, now and in the future.

We have added an appendix to explain how we have adopted our curriculum in order to provide a rounded school experience in light of the challenges of the Coronavirus pandemic.

The intent is that our school curriculum facilitates this in collaboration with the hidden curriculum. Through a curriculum that:

- Promotes quality teaching that recognises our pupils as individuals and builds fundamental academic skills.
- Reflects our recognition that children learn in a variety of ways and at different rates.
- Embeds skills and knowledge all the while teaching our children to be independent learners.
- Inspires children to believe they can achieve their goals - always.
- Provides enriching life experiences that bring our children joy.
- Our teachers love teaching and our children love learning.

From here, each Subject leader reflected upon their subject and how it contributed to delivering the overall INTENT of our curriculum. The breadth of subjects covered is intentional, as we believe a narrow curriculum does not allow every child to flourish.

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**Implementation.**

**English**

The English curriculum will promote quality teaching that recognises our pupils as individuals and builds fundamental academic skills by ensuring teachers' subject knowledge is sound giving them confidence in what they are teaching. Lessons will be centred around engaging, quality texts that are rich in challenging vocabulary. Teachers will effectively model the skills that they are teaching whilst providing constructive opportunities for children to practise and apply their skills.

At Great Marsden St. John's we recognise that children learn in a variety of ways and at different rates. In English lessons we will address this through a variety of different learning activities used such as research and note making, oral presentations, Talk for Writing, extended written pieces and the use of film clips. Children will read at levels which are challenging but appropriate for individuals.

English lessons will embed skills, particularly in guided reading and phonic sessions as well as the SPAG starter activities in Literacy lessons. Children will then be expected to draw on their knowledge to combine this with the skills to produce quality pieces of work. We encourage our children to work independently building up stamina in both reading and writing and resilience to continue when challenged. We celebrate successes but also encourage an environment where mistakes are positive and can lead to discussion and new learning. These skills, knowledge and positive attitudes will allow children to believe that they can achieve their goals.

Through an engaging curriculum and carefully chosen texts, children can develop a love of reading, writing and drama. Additional activities such as author visits, book clubs and theatre visits provide enriching life experiences.

**Mathematics.**

At Great Marsden St John's we ensure that the maths subject knowledge of our teachers and teaching assistants is sound so that they are confident in teaching the curriculum and support all pupils in their learning. Teachers model mathematical concepts and problem solving skills effectively and encourage children to become independent thinkers and learners.

We do this through giving them opportunities to apply skills in order to solve real life problems and to be resilient when faced with such challenges. We teach them a

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number of strategies which they can use to solve problems starting with concrete equipment and pictorial representation before moving onto more abstract concepts. In doing this we equip them with the confidence to celebrate their individuality by choosing the best way forward for them.

We aim to equip them with the resilience needed to keep on going when faced with difficulties and to learn from the mistakes of themselves and others. We celebrate successes but we also encourage an environment where mistakes are positive and can lead to discussion from which new ways of problem solving can arise.

We believe that all children can master maths across the different disciplines which make up the maths curriculum, including :

|            |            |                         |
|------------|------------|-------------------------|
| Arithmetic | Statistics | Shape                   |
| Measurers  | Geometry   | Position and direction. |

Children are given opportunities to learn through discovery, questioning and looking for patterns which will lead to them making connections within different areas of maths and also with other subjects through cross-curricular working.

### Religious Education

If RE teaching at Great Marsden St John's is effectively meeting our curriculum intent the following should be evident:

- The RE syllabus is used effectively to **Promote quality teaching that recognises our pupils as individuals and builds fundamental academic skills.** Both teacher and pupil self assessment should show an increase in the number of children who are accessing and understanding higher levels of learning.
- Annotated planning should **reflect our recognition that children learn in a variety of ways and at different rates**, whilst book looks should show how activities completed have been chosen to allow particular children to access and achieve the learning intended.
- Children should have high levels of Religious Literacy, know how to access religious texts and talk with confidence about Christian concepts, God's big salvation story and other world religions which will underpin and **embed skills and knowledge.**
- The exploratory nature of the Questful syllabus, if taught in a quality way, will be **teaching our children to be independent learners.** Further to this the opportunity to investigate, reflect, evaluate and make meaning will allow children

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to discover more about themselves, their relationships with others, their relationship with the world around them and **Inspire children to believe they can achieve their goals - always.**

- Children and staff should talk with enthusiasm about RE which will show **our teachers love teaching and our children love learning** and that RE **provides enriching life experiences that bring our children joy.**

As a result our children should actively make links between our Christian value of Love; 'Love God', 'Love Others', 'Love Ourselves', 'Love Learning' and 'Love Life' and our children will be empowered to live our school vision and values within the school community and the wider world, now and in the future.

#### **Science**

Science within our academy will be enhanced using quality teaching. This will see children able to take part in practical activities, develop their investigation skills and become independent thinkers and workers.

Science will help children see the importance of collaborative learning and working. They will be able to make links with the wider world and gain a variety of different experiences through high quality learning that is relevant to them and build resilience as they explore.

Throughout the teaching of science, both teachers and children will learn in a variety of different ways at a rate which is appropriate to each individual. Children will learn in a way that is bespoke to their needs, they will be given opportunities to explore concrete, pictorial and abstract concepts. These will be achieved using a variety of different ways, these could be modelled, group and independent situations.

Science skills will be embedded through modelling, investigation and evaluation. By revisiting over time through a variety of different knowledge based topics it will ensure that children become confident and can apply their skills independently. Through good modelling, investigation and evaluation we are promoting and developing our pupils to become strong independent learners who take responsibility for their learning.

Science will inspire children, encouraging them to be inquisitive about the world, nurtures their innate curiosity and enables them to develop a range of skills that are useful across their learning.

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Science must provide children with opportunities to help them enjoy science and see its relevance in the world. It should provide them with opportunities to meet scientists, teach other classes and share their knowledge, it should allow them to celebrate science through themed weeks. It should allow them to be enthusiastic about the world in which they live whilst looking at relevant issues.

Science will be talked about enthusiastically and this will be reflected through the quality of work produced, this will be a collaboration of both teachers and pupils showing a love of teaching and learning. They will want to share what they have learnt and discovered and talk positively about their experiences and feel challenged to deepen and broaden their understanding.

### **Computing**

Each computing lesson will ensure quality first teaching to build each child's computing skills. This will involve children participating in well structured, practical lessons that engage with their creativity and allow for independent use of the skills taught.

Planning of each lesson will reflect our recognition that children learn in a variety of ways and at different rates. All lessons will be practical and involve key skillful activities which will be presented in a variety of ways. These may be modelled, investigative or group situations.

Computing skills will be embedded through modelling, investigating and evaluating. Through investigating children will have the opportunity to independently apply the skills learnt. Children will be encouraged to evaluate their activities to promote resilience and strong independent learners.

Computing will inspire children to be independent and allow them to set creative goals that they believe they can achieve. Children will be encouraged to push their skills enabling them to be inquisitive about the wider world and the impact technology has. Computing will provide children an opportunity to showcase their achievements within each lesson. Children will also be given the opportunity to showcase their achievements to others outside their lessons. Technology will be recognised and celebrated as an important part of the wider world.

Computing will be a lesson our teachers love teaching and our children love learning because of the creative nature of the subject. Teachers will recognise the importance of technology in the children's futures. Children will speak excitedly about the skills learnt and the opportunities provided which celebrate their successes.

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### **Physical Education**

At Great Marsden St Johns we teach PE with the intent as stated above.

As subject lead the implementation will be monitored.

I will monitor both the children's experiences and application of the teaching.

1. Have fun and experience success in sport through building upon their fundamental movement progression.
2. Have the opportunity to participate in P.E at their own level of development
3. Secure and build on a range of skills
4. Develop good sporting attitudes
5. Understand basic rules
6. Experience positive competition
7. Learn in a safe environment
8. Have a basic understanding of how to live a healthy lifestyle outside of our school.
9. Staff questionnaires specific to different areas of the curriculum and non-negotiables.
10. Discussions with groups of children to see how they feel about PE and what they understand about the curriculum.
11. PE drop ins and monitoring of all the above.

### **Art**

Art within our academy will be enhanced using quality teaching. This will see children able to take part in

- Practical activities
- Have their creativity celebrated
- Become independent thinkers and workers
- Be able to express themselves
- Be experimental

Children will be able to make links with the wider world and gain a variety of different experiences through high quality learning that is relevant to them and build resilience as they explore.

Throughout the teaching of Art both teachers and children will learn in a variety of different ways at a rate which is appropriate to each individual. Children will learn in a way that is bespoke to their needs, they will be given opportunities to explore concrete, pictorial and abstract concepts. These will be achieved using a variety of

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different ways, these could be modelled, group and independent situations that encompass practical and kinesthetic learning.

Art skills will be embedded through designing, making, evaluation and include technical knowledge. Through investigation we are promoting and developing our pupils to become strong independent learners who take responsibility for their learning. They will also be able to take calculated risks but understand how to evaluate if the desired outcome is not achieved, they will be able to explore their own creativity and express themselves through Art.

Art will inspire children, encouraging them to be inquisitive about the world, nurtures their innate curiosity and enable them to develop a range of skills that are useful across their learning. It must allow them to try, evaluate and express their creativity.

Art must provide children with opportunities to help them enjoy Art and see its relevance in the world. It should provide them with opportunities to visit galleries to see how their skills can be used in the wider world and share their knowledge, it should allow them to celebrate their achievements and topics. It should allow them to be enthusiastic about the world in which they live whilst celebrating and share their own work and thoughts.

Art will be talked about enthusiastically and this will be reflected through the quality of work produced, this will be a collaboration of both teachers and pupils showing a love of teaching and learning. They will want to share what they have learnt and discovered and talk positively about their experiences and feel challenged to deepen and broaden their understanding.

### **Design and Technology.**

DT within our academy will be enhanced using quality teaching. This will see children able to take part in practical activities, understand the need for accuracy, become independent thinkers and workers, be able to express themselves and be experimental taking controlled risks.

Children will be able to make links with the wider world and gain a variety of different experiences through high quality learning that is relevant to them and build resilience as they explore.

Throughout the teaching of DT both teachers and children will learn in a variety of different ways at a rate which is appropriate to each individual. Children will learn in a way that is bespoke to their needs, they will be given opportunities to explore

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concrete, pictorial and abstract concepts. These will be achieved using a variety of different ways, these could be modelled, group and independent situations.

DT skills will be embedded through designing, making, evaluation and include technical knowledge. Through investigation we are promoting and developing our pupils to become strong independent learners who take responsibility for their learning. They will also be able to take calculated risks but understand how to evaluate if the desired outcome is not achieved.

DT will inspire children, encouraging them to be inquisitive about the world, nurtures their innate curiosity and enable them to develop a range of skills that are useful across their learning. It must allow them to try, evaluate and express their creativity.

DT must provide children with opportunities to help them enjoy DT and see its relevance in the world. It should provide them with opportunities to visit places of work, make links with other high schools and businesses to see how their skills can be used in the wider world and share their knowledge, it should allow them to celebrate their achievements and topics. It should allow them to be enthusiastic about the world in which they live whilst looking at relevant issues.

DT will be talked about enthusiastically and this will be reflected through the quality of work produced, this will be a collaboration of both teachers and pupils showing a love of teaching and learning. They will want to share what they have learnt and discovered and talk positively about their experiences and feel challenged to deepen and broaden their understanding.

### **History and Geography**

Promotes quality teaching that recognises our pupils as individuals and builds fundamental academic skills.

Teachers will follow the long term curriculum plan ensuring that their subject knowledge is up to date. Teaching will ensure quality first teaching by being prepared and organised. They will provide resources which allow all children to succeed within the lesson and build upon prior knowledge.

Reflects our recognition that children learn in a variety of ways and at different rates.

Teachers will recognise that all children learn differently and will provide a range of possibilities for the children. Enquiry and investigation are paramount over "chalk and Talk" and worksheets. Children will be supported in the classroom with resources, adult support or further scaffolds for them to build upon. It should not

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be assumed that children have the skills for research and fieldwork, they must be taught in enjoyable ways to develop skills and confidence.

Embeds skills and knowledge all the while teaching our children to be independent learners.

Teachers should use critical thinking activities to establish where the children are learning from and establish any misconceptions. Teachers should not shy away from technical vocabulary associated with history and geography. The children should have access to enhancements throughout the year such as artefacts, visits and visitors. These enhancements should be reflected in the learning outcomes for the children and assessed. Children should be encouraged to develop their independent history and geography interests through learning log tasks, home readers and within the lesson.

Inspires children to believe they can achieve their goals - always.

All children are historians and geographers, they should be encouraged to share ideas and all ideas should be welcomed and discussed. Children will learn how to take part in a discussion safely, so they become confident when expressing ideas. Work in books should be marked after each lesson with credit being given to improvements and effort.

Provides enriching life experiences that bring our children joy.

Throughout the year teachers will be encouraged to use the school grounds for effective teaching, especially for geography. It is expected that teachers plan for informative and valuable visits and visitors to develop learning and understanding. This should be part of the teaching and not after the teaching.

Our teachers love teaching and our children love learning.

Teachers will feel confident in teaching the topics for history and geography and know that they can ask for assistance from the coordinator. Children will be enthusiastic about the themes and talk about them around school. Displays will provide enrichment and develop as the learning progresses. During pupil conferencing children will be able to talk about history and geography using technical vocabulary and be enthusiastic about their fieldwork and investigations.

#### **Music.**

Each music lesson will ensure quality first teaching to build each child's music skills. This will involve children participating in well structured, practical lessons that engage with their creativity and allow for independent use of the skills taught.

Planning of each lesson will reflect our recognition that children learn in a variety of ways and at different rates. All lessons will be practical and involve key listening and responding activities which will be presented in a variety of ways.

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Music skills will be embedded through listening, singing, composing and performing. Through improvising children will have the opportunity to independently apply the skills learnt. Children will be encouraged to be creative with music.

Music will inspire children to be individuals and allow them to set creative goals that they believe they can achieve. Music will provide children an opportunity to showcase their achievements within each lesson. Children will also be given the opportunity to perform to the wider community and see how their skills can be used in the wider world to bring joy to others along with themselves.

Music will be a lesson our teachers love teaching and our children love learning because of the creative nature of the subject. Children will speak excitedly about the skills learnt and the opportunities provided which celebrate their successes.

#### **Impact.**

We will know if our curriculum intentions have been fulfilled in a number of ways:

- Monitoring, including data, book looks, observations.
- Pupil Voice
- Staff satisfaction surveys
- The virancy around school fuelled by a buzz about learning.
- Progress data
- Attainment
- Attendance data
- Behaviour logs.

Most of all you will see it on the faces of the children and staff as  
'Our teachers love teaching and our children love learning.'

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**Appendix 1**

**Updated Curriculum Statement**  
**September 2020**

**Government Guidelines:**

- All pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.
- All pupils continue to be taught a wide range of subjects
- Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content. In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
- Substantial modification to the curriculum may be needed at the start of the year, so teaching time should be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021.
- Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills, in particular making effective use of regular formative assessment.

**Actions taken to address this at GMSJ**

- Children are to be assessed in Reading, SPAG and Maths at the beginning of the Autumn term to establish baseline levels for the beginning of the year and identify areas where gaps may occur.
- All year groups will continue to receive a broad and balanced curriculum of Maths, English, RE, History, Geography, Science, Art, DT, Computing, PE and Music. The first two weeks of the Autumn term will be dedicated to PSHE lessons in an attempt to welcome back the children and settle them into their new classroom bubbles. The focus of these lessons will be mental health, resilience and growth mindset.
- In addition to the usual curriculum, children will receive additional daily lessons in phonics/spelling, SPAG and Maths. The aim of these lessons is to cover objectives from the Summer term of the previous year.

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- In Literacy lessons, the first units covered are from the Summer term of the previous year. (Lancashire Literacy Plans.) However, these will be taught with a blend of the previous year's and the current year's objectives to consolidate and build upon the skills that the children have already acquired.
- In order to accommodate the additional 'catch up' lessons, some content from other subjects has been reduced. In Science, year groups have either lost one topic or had the content of one topic slimmed down. This has been strategically planned by looking at which units are built upon in other year groups, ensuring that there is an opportunity to pick up the knowledge and skills at other times during a child's school life.
- A similar approach has been applied to History and Geography, with an examination of a whole school plan to identify where topics are developed across school, showing where knowledge and skills can be covered elsewhere in other year groups.