



St Mary & St John Curriculum – The Big Picture

Let your light shine Matthew 5:16

Here at St Mary & St John CEVA Primary School, our vision is for **every unique individual** within our school community **to grow** in mind, body and soul in the grace and knowledge of our Lord and Saviour Jesus Christ, and **to flourish**, encouraging 'the fruit of the spirit' **to shine** in all that they do.

Intent	To grow holistically				To flourish socially, emotionally, physically and academically				To shine, achieving and celebrating full potential																	
Aims	Through nurturing, to be confident, inclusive, emotionally resilient individuals who are self-aware and foster positive relationships. To grow through teaching and learning to be inspired and inquisitive individuals who have a passion for learning, and who make progress and achieve.				To be successful, engaged learners who are deepening their understanding to become confident, articulate, knowledgeable and skilled individuals.				To be proud of themselves and their school. To shine as responsible citizens who lead safe, healthy and fulfilling lives, making a positive contribution to their community and wider society, guided by the love of God.																	
Values		Our teaching and learning is underpinned by our Christian and British Values. Our intrinsic values are those of ‘the fruit of the spirit’ Galatians 5: 22-23 We walk in love . We are full of joy . Peace rules our hearts. We are patient . We are kind . Goodness guides our thoughts. We live by faith in God. We are gentle . We have control over our actions.																								
Curriculum Focus	Core Knowledge and Understanding <ul style="list-style-type: none">Excellent general, subject and social knowledgeCultural capital, engendering an appreciation of human creativity and achievementBroad, rich vocabulary supports deep understanding, relationships between things and intellectual interpretation and reasoningBig ideas that shape the world				Skills and Competencies <ul style="list-style-type: none">Essential skills: literacy, numeracy, computing, personal, social, emotional, physical, learning and thinking skillsCore competencies: critical thinking and problem solving; collaboration; communication and oracy; creativity; citizenship and culture; character education and connectivity				Attitudes, Attributes and Dispositions <ul style="list-style-type: none">Growing ‘the fruit of the spirit’: love, joy, peace, patience, kindness, goodness, faith, gentleness and self-controlDeveloping the 6Rs as learners: Readiness (to learn), Respect, Resilience, Resourcefulness, Reflectiveness and ResponsibilityPromoting moral, spiritual, cultural and personal developmentDeveloping a positive growth mindset, confidence, adaptability, risk-taking, innovativeness, self-regulation and tolerance																	
Implementation. How do we organise learning?																										
Components	Lessons		Events		Visits/Visitors		Learning outside the classroom		Environment/ Location		Ethos		Extended hours		Enrichment		Routines		Knowledge Organisers							
Areas of Learning	English		MFL		RE		PSHE		Music		Art		DT		Computing		Science		Maths		History		Geography		PE	
	C&L		Literacy		Equity		PSED		Expressive Arts and Design		Evidence		Maths		Understanding of the world		PD									
Approaches to Teaching and Learning	Equity and equality of opportunity, entitlement and experience (Sobel 2018) Consistently high expectations, quality and standards for all A ‘mastery’ curriculum Excellence in SEND provision				Research informed pedagogies: Formative assessment strategies embedded in teaching and learning Importance of metacognition and self-regulation Balance of instruction and inquiry Strong self-evaluation				Authentic purposes and contexts for learning Emphasis on first-hand experience Purposeful, structured play in the Early Years Strong emphasis on outdoor learning, sport and The Arts Pupil voice, autonomy and choice Cross-curricular connections				Engagement													
Characteristics of effective learning	Playing and Exploring – Engagement Finding out and exploring Playing with what they know Being willing to ‘have a go’				Active Learning – Motivation Being involved and concentrating Keep trying Enjoying achieving what they set out to do				Creating and Thinking Critically Having their own ideas Making links Choosing ways to do things																	
Underpinning Aspects	Clarity of purpose What are we learning, how are we learning it and why?		General and Subject Specific Knowledge Building long term memory – ‘sticky’ knowledge		Connections Transferrable knowledge, skills and understanding		Vocabulary Development of Tiers 1-3 vocabulary for reading and listening comprehension, written communication and oracy		Reading Reading is an essential skill that also supports the acquisition of vocabulary and knowledge. Reading with expressions, fluency and critical understanding		Domain specific skills e.g. Music Computing Art and Design PE and sport DT		Fluency in Basic Skills Practise and consolidation Speaking and listening Maths, handwriting, GPaS and writing													
High Impact Teaching Strategies	Clarity of objectives		Modelling Explicit teaching		Questioning		Practice Multiple Exposure		Lesson Design Teaching Sequences		Personalised Feedback		Collaboration		Summarising Learning and Vocabulary		Differentiation and Challenge		Metacognition 6Rs Growth Mindset							
Impact – How well are we doing?																										
What are we doing?	We are looking at the child holistically - Progress in knowledge, understanding and skills, attitudes, attributes and dispositions		We are using assessment information intelligently to identify trends and clear goals for improvement		We are using critical friends to offer insights and challenges		We are using a wide range of measures – qualitative and quantitative		We are creating a continuous improvement cycle		We are using a variety of techniques to collect and analyse information		We are employing principled, effective formative and summative assessment		We are involving the whole school community and stakeholders											
How are we doing it?	Lesson Observations		Planning Scrutiny		Work sample analysis		Surveys		Pupil interviews		Data analysis - Assessments Attendance behaviour		Peer reviews		Governor Monitoring and Challenge		Awards and accreditations		Appraisal							
How do we know it is working?	High standards of achievement, attainment and progress				Excellent behaviour, attendance and engagement in school and civic life				Independent thinkers and learners with sustained involvement in education				Happy, healthy, confident learners with emotional resilience													