



St Lawrence Primary School

Curriculum Policy

Our Mission:

'To develop responsible, independent individuals who have the knowledge and attitudes to be successful in an ever changing world.'



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Curriculum intent

Our curriculum is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Aims

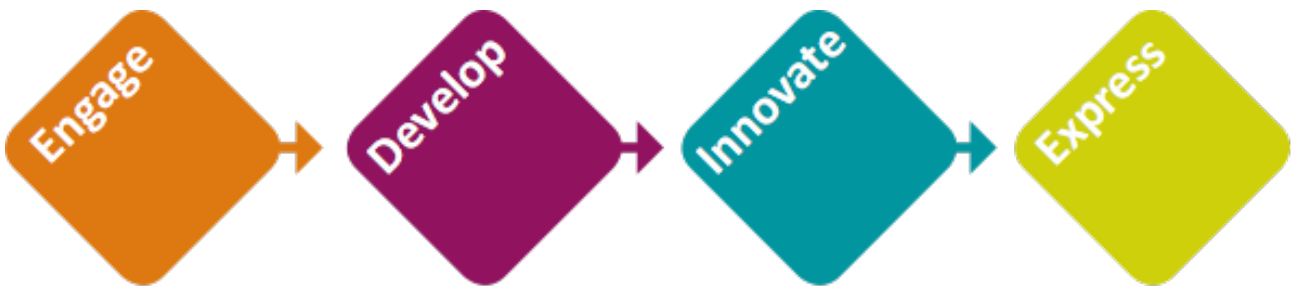
- ▶ Engage children through interesting topics and hands-on activities.
- ▶ Make meaningful links between subjects.
- ▶ Develop children's skills, knowledge and understanding of a range of themes and concepts.
- ▶ Make effective connections to the real world.
- ▶ Help children to think creatively and solve problems.
- ▶ Develop children's capacities to work independently and collaboratively.
- ▶ Enable children to make choices about their learning.
- ▶ Take account of children's interests and fascinations.

Our approach:

- ▶ develops children to the best of their abilities
- ▶ helps children to find their passions and interests
- ▶ facilitates children's acquisition of knowledge, skills and understanding
- ▶ helps children to develop intellectually, emotionally, socially, physically and morally
- ▶ assists children in becoming independent, responsible, useful, confident and considerate members of the community
- ▶ promotes a positive attitude towards learning, so children enjoy coming to school
- ▶ helps children to acquire a solid basis for lifelong learning
- ▶ creates and maintains an exciting and stimulating learning environment
- ▶ ensures that each child's education has continuity and progression
- ▶ enables children to contribute positively within a culturally diverse society

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking.



The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC) development. See how in [Appendix A \[Cornerstones pedagogy\]](#).

The focus for teaching and planning in each Cornerstone is as follows.

Engage

- ▶ hook learners in with a memorable experience
- ▶ set the scene and provide the context
- ▶ ask questions to provoke thought and interest
- ▶ use interesting starting points to spark children’s curiosity

Develop

- ▶ teach knowledge to provide depth of understanding
- ▶ demonstrate new skills and allow time for consolidation
- ▶ provide creative opportunities for making and doing
- ▶ deliver reading, writing and talk across the curriculum

Innovate

- ▶ provide imaginative scenarios for creative thinking
- ▶ enable and assess the application of previously learned skills
- ▶ encourage enterprise and independent thinking
- ▶ work in groups and independently to solve problems

Express

- ▶ encourage reflective talk by asking questions
- ▶ provide opportunities for shared evaluation
- ▶ celebrate success
- ▶ identify next steps for learning

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children. An overview of the memorable experiences for each year group can be found in 'Class Information' on the website.

Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Curriculum maps showing the coverage and structure for each year group can be found in 'Curriculum' on our website.

Subject coverage

English

English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.

Spoken language is promoted throughout the curriculum and across all subjects.

Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme.

We teach our early reading and writing skills through Read Write Inc and then move on to a 'book study' in lower KS2 so that children can build on the links between reading and writing as they make progress through the English Curriculum.

Mathematics

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work.

We teach Maths through the Abacus scheme and place an emphasis on children's reasoning skills. We use Mathletics to support children's developing Maths skills both at school and for homework tasks.

Science

Science is fully covered throughout the curriculum. Some projects have a science focus, and others will have less of a scientific emphasis. Scientific enquiry is also delivered through discrete teaching.

Foundation subjects

The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum.

Religious education

RE is a statutory part of the curriculum we follow the Jersey Curriculum.

PHSE and citizenship

PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects.

ICT and computing

The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.