



Curriculum Statement




St. Nicholas CE Primary School, Hurst

St Nicholas is a Church of England Primary School where one of our key aims is to ensure that all children achieve to the best of their ability. Ensuring foundations are laid for our children to want learn and know more in preparation for a successful transition to Year 7.

The aim of our curriculum design is to provide firm foundations and understanding and inspire them to learn. Supported by our nurturing, whole child ethos, we have strong academic ambition which providing a focus on the core subjects of reading, writing and maths, whilst ensuring children develop subject specific knowledge, understanding and skills within all other curriculum areas. We strive to ensure that our children leave this school with high standards of academic achievement having progressed well from their starting point, ready for the next journey in their education.

Our key aim, through a knowledge led curriculum, is to help all of our children develop a love of learning which results in a deep knowledge from which connections and links within and between subjects optimise their progress so that they achieve to the best of their ability.

We have developed three **curriculum drivers** that shape our curriculum, bring about the aims and values of our school, and to respond to the particular needs of our community:

		
Community	Courageous Advocacy	Curiosity
Helps Children to be an active, responsible member of our school and within our own communities.	Children should be Citizens not just of their school and local communities, but national and global Citizens. Our children should be aware of the nature of being a Citizen and actively seek to make the world a better place.	Through a love of reading and a rich curriculum, children will want to learn and know more.

The Curriculum Intent at St Nicholas

Our curriculum places the child at the centre of our caring, achieving school, where positive relationships, based on honesty and respect are at the heart of everything we do. Our ambitious curriculum has been designed to extend the National Primary and Early Years Foundation Stage.

It exposes our children to enriched experiences, immersing them in progressive knowledge and skills; equipping them with foundations required to succeed in life.

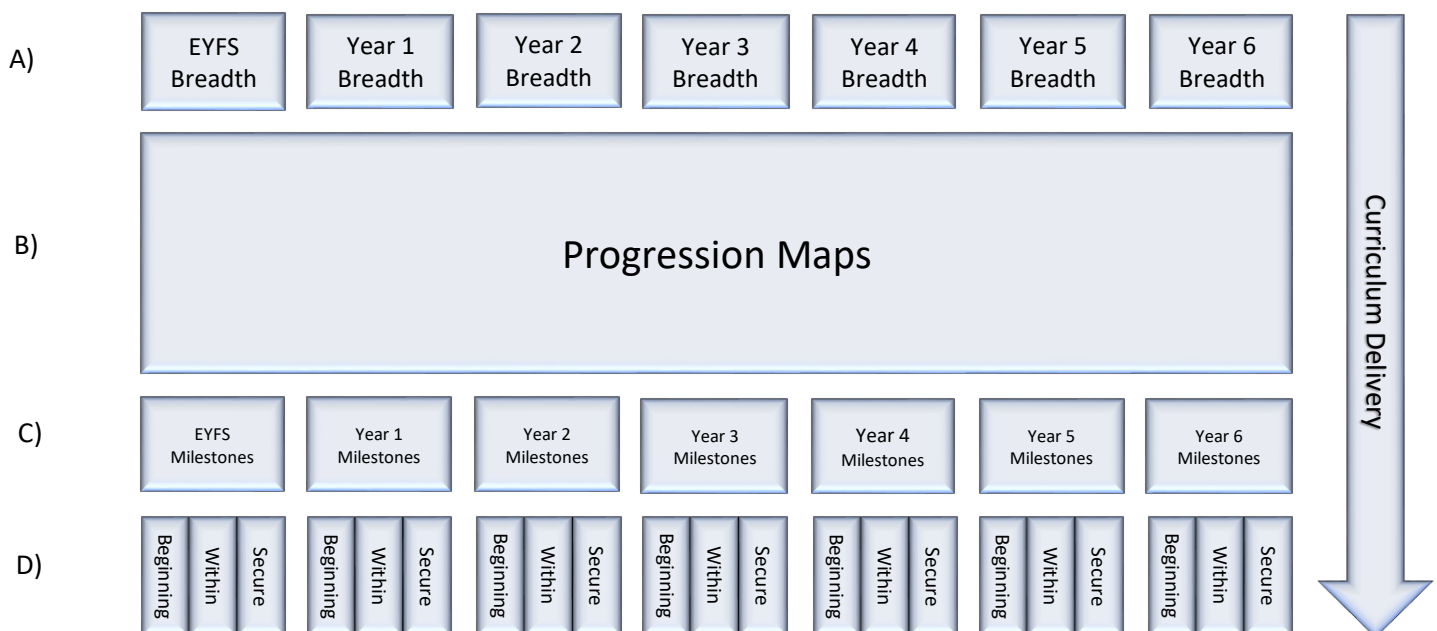
The key principles behind the design of our curriculum are for our children to:

- be confident, independent and resilient; displaying a curiosity for learning
- be kind; showing empathy and compassion whilst valuing diversity
- achieve academically across the entire curriculum, meeting at least the national expectation by the end of their primary education
- be culturally knowledgeable about our country and our world and become advocates for what they believe in
- to aspire for the future, to believe and achieve, and know that these can be reached through hard work and determination
- To provide a rich cultural capital through a meaningful curriculum experience both inside and outside for the classroom.
- be well prepared for the challenges of the secondary school.

Ultimately, we want all of our children, to be the best they can be, making a positive contribution to the world they live in.

Cultural capital is the background knowledge of the world children need to infer meaning from what they read. It includes vocabulary which, in turn, helps children to express themselves in a sophisticated, mature way.

The diagram below shows model of our curriculum structure:



A) The **Curriculum Breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects it also provides for pupils' growing Cultural Capital.

B) **Progression Maps** capture the key disciplinary aspects of each subject. They are chosen to build conceptual understanding within subjects and are repeated many times in each Learning Journey.

C) **Milestones** define the standards for the Progression Maps and provide a model of progression within each subject.

D) **Depth of Understanding**: we expect children at the end of each year to be secure within the year specific milestones for each threshold concept.

Curriculum delivery will involve a high degree of repetition so that knowledge enters pupils' long-term memory.

Sustained mastery

Nothing is learned unless it rests in pupils' long-term memories. This does not happen, and cannot be assessed, in the short term. Assessment, therefore answers two main questions: 'How well are children coping with curriculum content?' and 'How well are they retaining previously taught content?'

The Curriculum Implementation at St Nicholas

We have high expectations of attendance, academic achievement and pupil behaviour. Children are expected to work hard and do their best, to take risks and to have curiosity to find out more.

Sustained mastery takes time, providing the foundations in Key Stage One for all subjects allows children to build on past learning. Through carefully planned retrieval activities, children are able to know and remember more, applying past knowledge and moving forward.

We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading during their time at St Nicholas and be exposed to a range of rich and ambitious texts to support all areas of their learning. The use of class libraries, Accelerated Reader library and class shared texts are pivotal to this.

Carefully planned first hand experiences, such as educational visits, visitors and meaningful cross curricular links enable the children to be immersed in engaging learning journeys.

We are committed to working in partnership with parents as we believe that when home and school work closely together, we get the best outcomes for our pupils.

The Curriculum Impact at St Nicholas

Our children demonstrate confidence, independence, courage and a real love of learning. They are able to form meaningful relationships based upon mutual respect and honesty, recognising and celebrating difference, not only within the school community, but in the wider world as well. Our children have access to a wide and varied curriculum, supplemented by bespoke enrichment opportunities, allowing each of them to excel as individuals and be the best they can be.

Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two and are well prepared to access the challenges of the secondary school curriculum. Most children will have sustained mastery while some children will have a greater depth of understanding. All children are carefully tracked to ensure that children are supported in reaching the expectations of our curriculum.

Our children aspire for the future and know that these can be realised with hard work and determination growing up being able to make a positive contribution to the world in which they live