

# Curriculum Intent Statement

Inspire, Nurture, Discover

At St. Margaret's, Collier Street School, we have an established curriculum which is broad, balanced which builds on the knowledge, understanding and skills of all children whatever their starting points. In order to meet the learning and developmental needs of the pupils at this small, rural, faith school, the curriculum incorporates the statutory requirements of the National Curriculum as well as other pertinent themes and experiences which focus on:

1. Globalisation and interdependence
2. Identity and diversity
3. Concern for the environment
4. Self awareness and reflection/Empathy
5. Critical and creative thinking

The aim of our curriculum is to prepare pupils so that they have both the foundation and desire to be responsible and assured citizens who will make a valuable contribution to society of the future. The spiritual, moral, social and cultural development of our pupils and their understanding of British Values are woven through the curriculum. Pupils must be taught to think globally and act locally.

Our Early Years provision provides our youngest children with a stimulating, inviting and exciting curriculum. Our children are encouraged to take risks in their learning and development while building the skills needed to become an independent learner who is resilient and can persevere when faced with a challenge. Building on the skills they already have, the pupils will learn through their own interests and at a pace suitable for each individual. This will enable them to develop the foundations they need for the rest of their school journey.

The National Curriculum continues to be delivered using an integrated topic approach and assessed using Target Tracker as a basis to ensure coverage and progression of learning. The more able are further challenged in their learning whilst children who find aspects of their learning more challenging are appropriately supported so that everyone experiences success. Key-Stages work collaboratively to ensure progression of skills and knowledge in each of the termly topics. Key skills are developed through practice and experiential learning.

Reading is the bedrock of a child's ability to access and enjoy the curriculum and all classes promote reading and the associated rich and varied vocabulary. In order to support our children's development of early reading, we use the Department for Education phonics scheme, 'Letters and Sounds' to deliver daily phonics lessons in the Foundation Stage and Key Stage 1. 'Talk for Writing' develops children's writing skills through imitation, innovation and independence. Alongside this, children experience lessons promoting grammar, punctuation, spelling as well as handwriting.

White Rose provides the framework for a responsive maths curriculum. We are following a mastery path where pupils are required to reason, problem solve and discuss methods. The mastery approach is further supported by the NCETM spines and 'Maths - No Problem!' resources. Cross curricular opportunities are used to reinforce mathematical skills and understanding. A conceptual approach provides the opportunities for all pupils to truly engage with maths and gain a sense of achievement.

Where links can be made, subjects are taught creatively in a cross curricular thematic manner. Where this is not achievable, subjects are taught discretely. Specialist teachers and instructors working alongside staff ensure music and PE is of a high quality. We go beyond the requirements of the National Curriculum as all children for 2 years whilst in Years 3 and 4 receive on a weekly basis, a music lessons learning to play the flute as well as swimming lessons. The recently extended school grounds continue to be developed and support learning across many curriculum areas including the productive school garden where fruit and vegetables are grown and then prepared during cookery lessons in the designated children's kitchen.

Themed days, whole school activities and visits outside of school all enrich the children's learning experience. A wide range of lunchtime and after-school activities are also offered. Finally, pupils are offered opportunities to share their learning with each other, their peers across the school and the wider community.