

# St. Clement's C. of E. Academy

## Curriculum Policy

# Learning for Life, Anchored in Christ

**ST. CLEMENT'S**  
C.OF E. ACADEMY

## Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

## Overview

At St Clement's we provide a creative curriculum based around the Cornerstones Curriculum.

Children study all subjects in the National Curriculum. These include English, Mathematics, Science, Computing, History, Geography, Art, Design Technology, Music, Physical Education, Religious Education and Personal, Social and Health Education combined with Citizenship. Wherever possible, children are encouraged to explore thematic links between curriculum areas.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

At St.Clement's, we are continually aiming to raise the standards of achievement (progress and attainment) for every pupil.

## Whole School Theme weeks

In order for our pupils to experience the curriculum in the context of our international Christian family, a range of curriculum days and theme weeks are to be celebrated around the school throughout the year in conjunction with both the British and Christian Values which are both embedded within the Cornerstones Curriculum. The curriculum weeks/days develop their knowledge, vocabulary, understanding whilst developing cultural awareness around school and sometimes raising money for numerous charities. Our curriculum weeks/days will involve every child and will encourage the involvement of parents where possible.

## Aims/Strategies

What is the Cornerstones Curriculum?

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. The curriculum is delivered through Imaginative Learning Projects (ILPs) which provides a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning.

Cornerstones also provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

We are using our Cornerstones' topics to promote writing and reading across the curriculum in all subject areas. The Cornerstones' topics specifically cover the foundation subjects across the school so children can access a creative curriculum in all areas.

## Organisation

## How it Works?

Children will progress through four stages of learning in each ILP – Engage, Develop, Innovate and Express. To find out more about these stages please click on the link through to Cornerstones website:



<http://www.cornerstoneseducation.co.uk/Learning-Philosophy.aspx>

Our teaching staff plan high quality, stimulating, creative and inspirational learning activities which are aimed to interest and motivate pupils.

Within each topic, there are four stages of learning:

### **Engage**

A stage of learning that provides children with an inspiring and thought provoking starting point that stirs curiosity and initiates interest. Children engage in purposeful and contextualised learning experiences in and outside the classroom, making best use of partners, experts and the community to provide the stimulus to learn. To ensure that children are immediately 'engaged', teachers provide a range of memorable experiences and starting points that stimulate children's interests in a particular theme or concept.

### **Develop**

A stage of learning that provides children with an opportunity to develop and master key skills, subject knowledge, research techniques and independence. Children become industrious learners making sense of information and experiences, leading to sound understanding and progress. Children DEVELOP their knowledge, vocabulary understanding, key and subject skills required to progress their learning and attainment through quality differentiation, focused learning tasks and high quality relevant learning experiences.

### **Innovate**

A stage of learning that challenges children's ability to work creatively, exploring possibilities and finding solutions. Using and applying previously learned skills, knowledge and understanding children work collaboratively to innovate, managing their own learning to achieve given success criteria. Teachers provide an imaginative and relevant provocation or scenario that provides opportunities to observe how successfully children can use, apply and problem solve in creative and imaginative ways.

### **Express**

A stage of learning that empowers children to share, celebrate and reflect with a range of partners and audiences. Children cement their learning through shared reflection with peers and other adults and are able to suggest next steps of learning. Teachers discuss, review and support individual and group evaluations using their observations and evidence to make summative assessments.

## **Inclusion**

All children have equal access to the thematic curriculum and its associated activities. All staff are responsible for ensuring that all children, irrespective of gender, learning ability, physical disability, ethnicity and social circumstances, have access to the whole curriculum and make the greatest possible progress. Where appropriate, work will be adapted to meet pupils' needs and, if appropriate, extra support given. More able pupils will be given suitably challenging activities. Gender and cultural differences will be reflected positively in the teaching materials used. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all take an active part in the task and gain in confidence.

### Assessment for Learning, recording and reporting

Throughout the school teachers will assess whether children are working at/above or below the expected level for their age based on their understanding and application of the content of the National Curriculum 2014. The summative aspect of pupil's attainment is recorded through self-assessment/awareness of learning both at the beginning and end point of each 'unit' of work. Attainment is monitored by the SLT/Curriculum lead using book sampling, pupil discussions and observations. Progress and attainment is reported to parents through parents' evenings and end of year.

### Marking (see policy)

Written work is marked regularly and clearly, as an aid to progression and to celebrate achievement. When appropriate, pupils may be asked to self-assess or peer assess their own or other's work.

### Resourcing

Themes/topics are resourced with topic boxes that cover the general resource needs of the statutory objectives within the Primary National Curriculum 2014 and the Cornerstones resource. We also have published materials to support and reinforce learning; The library has a selection of books linked to topics, which can be borrowed by class teachers to aid teaching and encourage independent learning and research.

### Review

The effectiveness of this policy will be reviewed and discussed in the Spring Term 2020, alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion at their termly meeting in the Summer Term 2020.

Agreed by the Governing Body on .....

To be reviewed .....

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