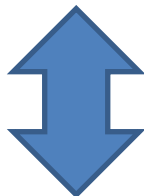




St. Paul's Peel C.E. Primary School Curriculum

Intent will be:	Implementation will include:	Impact measured by:
<ul style="list-style-type: none"> • Inclusive • Challenging • Exciting • Real and experiential • Current • Driven by pupil voice • Progressive • Values-led • Problem solving • Inspiring • Deep thinking • Reflective • Driven by big questions • Empathetic • Aspirational 	<ul style="list-style-type: none"> • A clearly articulated learning journey • A entry point for learning • Use of pupil voice • Real experiences • An outcome • Reflective and evaluative in topic • Application of basic skills • Cross-curricular links • Growth mindset • Visitors • Inspiration days and themed weeks • Progression • Building on prior learning 	<ul style="list-style-type: none"> • Embedded basic skills • Good progress and achievement in a range of subjects • Pupils who enjoy and value learning • Pupils who know how to use their learning and apply to the world outside of school • Can apply learning in different contexts • Can apply prior knowledge to inform present and future learning • Pupils who understand: <ul style="list-style-type: none"> • themselves; • their relationship with others; • society • the environment



The curriculum is underpinned and driven by an understanding and response to the school's distinctive ethos as a Church of England Primary School

Curriculum Intent

The curriculum at St Paul's Peel C.E. Primary School has been designed to ensure that children receive their curricular entitlement in a way which is meaningful to their:

- context;
- stage of learning;
- capabilities;
- interests.
- raises their aspirations for life outside of school.

We have an agreed pedagogy for curriculum intent.

Pedagogy is defined simply as the method, and practice, of teaching. It encompasses:

Teaching styles

Teaching theory

Feedback and assessment

When people talk about the pedagogy of teaching, they will be referring to the way teachers deliver the content of the curriculum to a class. When a teacher plans a lesson, they will consider different ways to deliver the content. That decision will be made based on their own teaching preferences, their experience, and the context that they teach in.

Our pedagogical approach is designed to enhance the learning experience for the pupil and ensure a degree of whole-school consistency.

- Learning journey

The learning journey is explicitly shared with children in order to ensure they connect to the 'big picture' of their learning, i.e. knowing what to expect. Teachers use their professional judgement in making decisions how this should be shared and what to include. Teachers may choose not to share all aspects in order to create suspense and curiosity for parts of the learning journey. Each class will have a display which includes a representation of the learning journey which is referred to and added to as the unit of work progresses. This display could take many different forms.

- Entry point/hook for learning

Teachers identify an entry point to the learning in order to motivate and engage children. This can take many forms, for example: trip, object, story, painting, question, a child, a visitor, video, newspaper, music, poem or something from home.

- Pupil voice

Input from pupils must be an integral part of the learning journey. The placement of this in the learning journey is decided by the teacher, e.g. pupils may undertake a pre-learning task prior to the unit starting to help the teacher structure the planning; alternatively this type of activity may take place once some initial teaching has taken place and children have been introduced to the topic. This is essential to ensure that the curriculum meets the ongoing and varied needs of children.

Pupil voice is used throughout the unit to steer learning. Where children pose questions to be answered, teachers use these to ensure that children take responsibility for and develop ownership of their learning.

Pupil voice is used on different levels and for different purposes:

- to discover what pupils already know
- to find out what pupils might like to learn
- to explore interests and motivations
- to enquire how pupils might prefer to learn

These inform the structure and design of a unit of work.

- Experiences

Teachers actively plan for experiences which enhance and enrich learning. These can be in-school and out of school experiences. The purpose of the experiences is to add value to the learning journey.

- Strategies to engage children

Opportunities for speaking and listening including talking to others and talking with others, enquiry-based learning (big questions), a creative approach, ICT and kinaesthetic opportunities are all strategies used to engage pupils in the learning process.

- Outcome

Each unit of work has an agreed outcome which is shared with children. This may be driven by pupil voice. The outcome provides purpose and relevance for the learning in a unit of work, e.g. performance, video, book, installation, experiential day, classroom transformation, art work and local community events.

- Reflection and review

Teachers plan for some kind of reflection and evaluation at the end of each unit of work. These focus on two key aspects in an age-appropriate way:

- what has been learnt; and
- how it has been learnt.

The purpose of this reflection is to enhance pupils ability to be able to identify how they learn and how they know what they know (meta-cognition) and be able to develop reflective learners.

Each unit or work includes the following information:

- Links to English units
- Links to mathematics units
- Basic skills to be reinforced during the unit