

## Curriculum Statement

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The school curriculum comprises all the learning and other experiences that a school offers its pupils.

Stella Maris has developed a curriculum that is founded on two important sets of values:

- Our ethical values: Respect, Love, Trust, Caring and Sharing
- Our learning values: Independence, Interdependence, Creativity, Challenge, Thinking and Spirituality

As part of the process of planning learning opportunities for the children, teachers check that the above values are supported and promoted for every child in every year group.

Our values are also the vehicle through which we promote *the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.*

(Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools – November 2014)

### **The curriculum offered by Stella Maris will promote:**

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world;
- A commitment to lifelong learning.

### **Structure**

In order to achieve these aims, we work in collaboration with pupils, parents and the community to provide a curriculum which:

- is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs;
- provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals;
- satisfies the requirements of legislation relating to the National Curriculum and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially literacy, numeracy and the use of information and communications technology (ICT);
- engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning;
- promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude;
- offers opportunities to assess the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning;
- includes a means of recording the progress and attainment of each pupil and reporting these to parents and pupils, and informing parents about the school's achievements;
- prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and technological society.
- extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning;
- develops positive attitudes and qualities through spiritual awareness and aesthetic appreciation;
- fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional, national and global environment;
- promotes equality of opportunity, develops understanding of and respect for the rights and views of others and emphasises the value of personal relationships based on mutual respect;

- promotes the importance of healthy living;
- works in partnership with the family, the business community and society at large, leading to an appreciation of the value of co-operative sustainable development and the rights and responsibilities of being a citizen;
- prepares pupils for the next stage of learning;
- promotes pupils' understanding of their roles as members of the school, local, national and international communities.
- promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

## **Ethical values**

In our school we focus regularly on the Five Words that are central to our Mission Statement:

Our school mission is what God sent us into the world to do – to help build His kingdom through learning, playing and making friends together.

The tools we will use to do this are:

- Caring
- Sharing
- Love
- Trust
- Respect

These ethical values underpin our approach to supporting and promoting good behaviour, and help prepare the children for life as responsible citizens able to make a valued contribution to society.

## **Learning values**

Independence:

- 'In our school we want each person to have the confidence to develop their own ideas and the freedom to express them'

Interdependence:

- 'In our school we want each person to have the attitude and ability to work together towards shared goals and aspirations in a secure and supportive environment'

Creativity:

- 'In our school we want each person to be able to think for themselves in order to create new knowledge and to develop the confidence to solve problems'

Challenge:

- 'In our school we want each person to surprise themselves by achieving more than they thought they could through having the security to value risks in their learning, playing and relationships'

Thinking:

- 'In our school we want everyone to make a success of their lives by increasing their capacity for effective thought and then harnessing its power'

Spirituality:

- 'In our school we want everyone to appreciate that they are on a personal journey where everyday experience contributes to valuing themselves and others, and reaffirms the meaning of their lives'

## **Curriculum breadth and balance**

The curriculum at Stella Maris is broad, balanced and flexible, so as to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs.

Curriculum breadth involves a wide range of experiences that develop all areas of skill, knowledge and understanding. Throughout a pupil's education, the following skills should be developed:

- reading, writing, speaking, listening and numeracy
- observation, recording and drawing
- locating, retrieving, evaluating and using information from a range of sources
- the use of information and communication technology
- planning and evaluating work in order to improve it
- independent learning
- creative and critical thinking
- interpersonal skills
- critical appreciation of the work of others and themselves
- emotional literacy

The material taught in order to develop pupils' knowledge and understanding should become increasingly extensive and specialised as the pupil matures.

A balanced curriculum provides the pupil with regular teaching across the full range of the curriculum. The main subjects should be taught on a regular basis.

A flexible curriculum is able to meet the identified needs of individual learners within its framework.

Pupils of all ages should have a range of experiences other than the formal subjects which they study.

The curriculum provides children in the Foundation Stage (aged 3 –5: Imps' Class at Stella Maris) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals.

Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage. The curriculum for the Foundation Stage is organised into seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy;
- mathematics
- understanding the world
- expressive arts and design.

At Key Stages 1 and 2 all pupils study the following subjects as part of the National Curriculum:

	<b>Key stage 1</b>	<b>Key stage 2</b>
Age	5-7	7-11
Year groups	1-2	3-6
Class at Stella Maris	Pixies and Elves	Hobbits, Dragons, Griffins and Unicorns
Religious Education	✓	✓
<b>CORE SUBJECTS</b>		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
<b>FOUNDATION SUBJECTS</b>		
Art and design	✓	✓

Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓

Parents have a right to withdraw their children from sex education and /or R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The school will take account of the non-statutory guidance material on PSHE and citizenship when planning the curriculum.

## Planning

Teachers follow a consistent, carefully structured approach to planning the curriculum. While links are always sought where appropriate, so that skills learning in, for example, English and Maths can be applied across the curriculum, subjects are generally planned to be delivered as follows:

	As a discrete subject	As part of a project
Religious Education	✓	
English	✓	
Mathematics	✓	
Science	✓	
Art and design		✓
Computing		✓
Design and technology		✓
Languages	✓	
Geography		✓
History		✓
Music	✓	
Physical education	✓	

Projects are based on books – usually from the *Power of Reading* project and are chosen carefully to ensure that national curriculum requirements are covered across the year for all the different subjects.

- Phonics is taught using the *Letters and Sounds* approach ([www.letters-and-sounds.com](http://www.letters-and-sounds.com))
- Reading is supported using the Oxford Reading Tree books, plus a wide range of quality children's literature used in Guided Reading sessions
- We use approaches promoted by 'The Power of Reading' to maintain pupils' enthusiasm for reading and to link literacy with the wider curriculum.
- The teaching of Maths is supported using the Numicon materials

## Teaching

- The curriculum engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning.
- Each stage of learning should build on what the pupil has learned before.
- Teachers will discuss the content of the curriculum, teaching approaches and resources in order to ensure as smooth a transition as is possible for the pupil moving from one stage of learning to the next.
- The curriculum should foster a love of learning which extends beyond school and engenders an interest in learning throughout life.

- The curriculum promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude.
- Teaching should be appropriate to the ages and abilities of the pupils. This requires a balance to be struck; all pupils should be able to understand what is required of them, be able to achieve success and should be challenged and stimulated by their work.
- Pupils will receive a level of support appropriate to their needs.
- According to the pupils' age and maturity they will be encouraged to contribute to formulating teaching and learning strategies which will enable them to access the curriculum as independently as possible.

### **Gifted and talented pupils**

School makes a significant difference in enabling gifted, talented and more able pupils to achieve their best. Ability and talent is manifest in a variety of ways through intellectual, academic, physical, creative and social fields of human activity.

At Stella Maris, we feel the most effective way of making provision for more able pupils in school is through a broad and balanced curriculum, which :

- offers a stimulating, challenging and differentiated experience of learning
- succeeds in developing an interest in learning and valuing achievement for all
- takes account of pupils' individual learning needs, as well as their personal and social development.
- offers specific opportunities for children to learn and develop socially as well as academically.

### **Assessment**

The curriculum uses assessment, including self-assessment, of the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning.

At Stella Maris, teachers will assess pupils' progress in Reading, Writing and Maths each half term and record these assessments on Pupil Asset.

At the end of each term, class teachers and the leadership team will meet to discuss progress of the class and individual pupils. These meetings will also focus on:

- the progress in reading and numeracy of all pupils
- the progress of pupils' writing with special educational needs;
- the progress of pupils for whom English is not their first language.
- the progress of pupils eligible for the pupil premium

In line with Government regulations, we use the Early Excellence Baseline Assessment system to assess pupils on entry to the school. Sensitive assessment of children's early development of skills, knowledge and understanding take place in the Foundation Stage. Parents are involved in this process through the use of the Tapestry On-line Learning Journal.

Pupils will also assess their own progress and be involved in target setting. This will take place in the Assertive Mentoring meetings at the start of each term. These meetings will help with forming feedback for pupils and parents.