

## Curriculum Statement

Our vision is everything you will see within our daily school life: all children flourishing through the many opportunities and challenges they are presented with.

We educate the whole child to be 'the best me I can be': for learning and as a person.

Our school community, based on Christ's teaching, seeks to develop, in each child, a vision of human flourishing, built on wonder, kindness, gentleness, excellence and academic rigour, explored through moral and creative learning experiences. Our curriculum supports and shapes the development and character of the whole child. We do this by exploring British Values, and our Christian Vision, Values and Virtues which permeate our vision for education in Shankhill Church of England Primary School.

We aim to develop the vocabulary, knowledge and skills, alongside the character and spirituality, attitudes and learning behaviours needed for success in our ever-changing world. Throughout our school and curriculum offer, our clear Vision, Values and Virtues support our children to become curious, confident, resourceful and happy learners who have the necessary knowledge, communication skills, emotional literacy and characteristics that enable them to flourish and live life in all its fullness, now and throughout their lives.



*Our vision: Creative learning, personal achievement and happiness.  
Enabling everyone to flourish and 'to live life in all its fullness'. (John 10:10)*

### Values



Wisdom Hope Community Dignity Peace Joy

### Virtues – ME Flourishing - MY Spiritual Capacities

Be hopeful and optimistic. Have aspirations for my future.  
Be guided by my own beliefs and values. Be resilient.  
Persevere and have courage. Double, being open and honest.

Reflect, learn, and grow following experiences of failure as well as success.  
Be willing to take on challenges and take risks.  
Be curious and open-minded when exploring life's BIG QUESTIONS.  
Be intrigued by mystery and be open to an awareness of the mysteries of life and religion.



Living well together with good friendships and relationships.  
Be ready to say sorry when mistakes are made. Forgive myself. Forgive others.  
Be encouraging, kind and compassionate. Be nice and generous to words others.

Have fun – be confident. Show dignity and respect. Love, trust and responsibility. Understand and celebrate differences. Value many talents and taking things for the unique world. Unconditional love compatible with the experiences of other religions, the community and the wider world.

Appreciate and be thankful for what is good in the world. Be imaginative and creative. Appreciate the beauty in the world. Be alive to experiences of 'awe and wonder', fascination, amazement and delight.

Love me, care for me. Believe in my potential to achieve. Nurture and protect. Find inner strength and resilience when facing challenges. Be comfortable with stillness and silence. Be open to engage in reflection, meditation or prayer.

**CURRICULUM INTENT**

<b>CURRICULUM</b>	<b>VOCABUALRY, KNOWLEDGE AND SKILLS</b>	<b>PERSONAL DEVELOPMENT</b>	<b>CONCEPTS</b>	<b>PROGRESSION</b>	<b>CONTINUOUS PROFESSIONAL DEVELOPMENT</b>
<p>Shankhill’s curriculum offer is cumulative, coherent and challenging from Nursery through to Year 6 and prepares our children for Year 7 and beyond. Following several years of research and development of our curriculum, Shankhill has created a curriculum that is inspirational, aspirational and engaging across all year groups. Our curriculum teaches the entire EYFS Framework through Development Matters 2021 and the National Curriculum 2014 and is based on current evidence-led practice for pedagogy and mastery of learning. It is our intention that our curriculum is made relevant and realistic to our children through local studies and experiences, visits and visitors. We know our school, our pupils and our local enhancements and barriers to learning, and we offer experiences and education that enrich cultural capital. Our curriculum is responsive to our pupils and locality.</p> <p>Our curriculum, subject knowledge and workload is well supported through research and evidence-led practice and resources from CUSP (Curriculum with Unity Schools Partnership), Chris Quigley, Kapow, Coram SCARF, GetSet4Education and other high quality educational experts. As a staff team, we have explored in detail the elements that make up our curriculum and adapted them to suit our ethos, vision, aspirations and needs of our school so that every child experiences a full and rich curriculum journey throughout their time at Shankhill.</p>	<p>Our curriculum is rich in vocabulary, knowledge and skills that are progressive and transferable. Subject specific documents detail the progress in knowledge, skills and vocabulary across our curriculum.</p> <p>We have a <a href="#">vocabulary specific curriculum</a> that is taught progressively within and across subjects. This document provides guidance for teachers on the specific aspects of etymology, morphology and idiomatic language that could be taught in each year group. For each year, any statutory content explicitly identified in the national programmes of study has been listed. Beyond this, a progressive curriculum of root words and idioms has been outlined.</p>	<p>Our school Vision explains our intentions for everyone at Shankhill. Our Values, alongside British Values, drive our learning and development. Our Virtues are explored with spiritual, moral, social and cultural development, PSHE and British Values to help us all to ‘be the best me I can be’.</p> <p>As a school we are fully committed to preparing <u>all</u> children for their future. We aim to offer enrichment opportunities that are rich and varied, enabling them to participate in learning experiences that may not always fit into the curriculum. These activities provide learning experiences that develop their character, including resilience, confidence, independence, compassion and encourages them to pursue their aspirations and dreams.</p>	<p>It is intended, that where appropriate, subject specific concepts will be studied and experienced as ‘golden threads’ that weave throughout learning with greater depth and understanding across the years.</p> <p><b>READING</b>  <b>Reading is the key that unlocks the wonders of all learning.</b> Learning how to read is therefore a priority, from Nursery through to Y6. Reading is developed throughout primary education, from reading sounds to words to texts; reading with fluency and expression, then discussing what has been understood in comprehension. Our reading curriculum is carefully planned to complement and enhance learning within and across the curriculum. <b>We encourage all children to find a love of reading to unlock the wonders of their learning. In Shankhill, every child becomes a reader.</b></p>	<p>Subject leaders and teachers plan learning that covers the vocabulary, knowledge and skills that are expected for each Key Stage, as set out in the Early Years Statutory Framework, Development Matters and the National Curriculum.</p> <p>Teaching and learning follow our <i>Six Phases of Learning</i> model to ensure that learning: connects to prior learning; is taught explicitly; children are given time and support to understand and deepen their learning, and are challenged appropriately. Our subject specific progression documents clearly map out how learning progresses from Nursery through to Y6 and beyond. This provides all teachers with a clear understanding of the entire curriculum journey that our pupils will experience at Shankhill in preparation for their next stage in learning. It ensures that prior learning is consolidated, and built upon through retrieval practice and elaborating; and that through spaced practice and interleaving knowledge and concepts thread through and between subjects to deepen understanding.</p>	<p>Throughout school, all staff are valued, supported and nurtured to be the best they can be. Our intention is to develop the professional and personal attributes necessary for school and personal development through on-going CPD, effective and supportive appraisal and coaching systems, and our open-door culture.</p> <p>Through these professional discussions staff are supported by their line manager, subject leaders and peers to develop their confidence and practice in teaching our curriculum and personal development. Our curriculum, subject knowledge and workload is well supported through research and evidence-led resources from CUSP (Curriculum with Unity Schools Partnership), Chris Quigley, Kapow, Coram SCARF, GetSet4Education and other high quality educational experts. We encourage subscriptions to professional associations and local resources like museums, library services, etc. We also encourage working with peers from our cluster schools, local experts, LA and other acclaimed CPD resources.</p>

**CURRICULUM IMPLEMENTATION**

<p><b>SUBJECT LEADERSHIP</b> Each subject has a specific leader who works in collaboration with all teachers to lead the subject across school. This shared leadership model provides balance and support for colleagues. Each leader designs a curriculum with progression in vocabulary, knowledge, skills and concepts (where applicable) through year group/phase plans, as appropriate. They ensure that all teachers are familiar with curriculum expectations through training, monitoring and coaching, with a focus on ensuring that outcomes can be achieved by all pupils. Leaders periodically monitor and evaluate the progress, outcomes and impact of the curriculum along with class teachers, and lead improvements across school.</p> <p><b>INCLUSIVE QUALITY FIRST TEACHING</b> All teachers provide inclusive, quality first teaching in all subjects by planning and delivering engaging and effective teaching and learning for their class. In our school, we have three mixed-age classes. We teach the core subjects to year specific cohort groups within each class, and teach phase and key stage groupings for other subjects. Our clear, cumulative curriculum is taught through our phases of learning, so that every child has equal opportunity to learn the rich vocabulary, knowledge and skills in a clear progressive manner. Pupils are explicitly taught the vocabulary, knowledge and skills required then are supported and challenged to learn, use and deepen their understanding accordingly. Quality first teaching using a range of monitoring, feedback and assessment strategies provides opportunity to intervene and support learning in the moment. Support can also be from a variety of strategies such as personalised learning activities, resources and adult support; pre/post-teaching or interventions. Challenges can vary depending on the subject and include problem solving, reasoning, using and applying in a range of contexts.</p>	<p><b>CURRICULUM CONTENT AND PROVISION</b> We have worked with leading national and international educationalists to develop our Shankhill teaching and learning based on the CUSP evidence-led curriculum offer. We have created our own long term sequence that is rich and progressive in knowledge and vocabulary to clearly outline what pupils should know, be able to do and remember at key points in their primary education. The fundamental principles that underpin our curriculum and the way we teach our children include retrieval practice, spaced practice, elaborating and interleaving. Strategic long-term plans have been created so that subject coverage is planned sequentially and with a clear rationale for making connections with prior learning, therefore learning is blended and refined. We deliberately plan in inter-subject connections that complement each other. For example, learning about Rocks before Stone Age (Cycle A). Teachers are clear about what they teach, when they teach it and how this builds upon prior learning and into future learning. Our long-term sequences of learning support this teacher knowledge. Knowledge organisers are used in foundation subjects to share the explicit vocabulary, knowledge and skills that will be taught during the learning.</p>	<p><b>PUPILS' LEARNING AND DEVELOPMENT</b> Our Vision, Values and Virtues and British Values are explored throughout daily school life in Collective Worship, SMSC, PSHE and through explicit sessions that focus on the development of virtues for individuals and groups. Our high expectations for learning behaviours and whole school behaviour are taught and explored regularly as a means of human flourishing.</p> <p><b>READING</b> Pupils learn how to read and develop a love of reading as the key to unlock the wonders of life and learning. In Nursery, this begins through sound, rhyme and rhythm exploration and being immersed in rich literature. In reception, we introduce phonics and early reading through Read, Write, Inc. As pupils progress through Year 1 to Year 6, pupils are taught fluency and comprehension in English and through a rich library of books across the curriculum.</p>	<p><b>ASSESSMENT</b> Knowing what our pupils know is fundamental to supporting learning, challenging learning and moving learning on. Throughout our teaching and learning, we use a range of diagnostic, formative and summative assessments to gain a clear and deep understanding of what our pupils know and can do. Within each subject policy it clearly states what the expectations are, sharing routines and exemplifications so that all staff know and understand expectations of that subject in our school and compared to other schools locally and nationally.</p>	<p><b>MONITORING AND EVALUATION</b> Monitoring cycle planned across the year and our 3 year school improvement cycle. When a subject is in focus, there is additional time and resources budgeted so that a deep audit, review and evaluation of impact can be carried out, and actions completed. When a subject is not a main focus, leaders will complete light touch monitoring as outlined within their action plans. See our SIP and Subject action Plan for details.</p>	<p><b>LOCALITY, ENRICHMENT AND CULTURAL CAPITAL</b> We strongly believe that enrichment activities extend learning through new experiences and opportunities that are key to connecting and contextualising learning and contribute to overall academic success, personal and social development. Wherever, possible and relevant, we plan to utilise our idyllic rural location and surroundings to enhance experiential learning and contrast this with alternative visits, visitors and experiences.</p> <p><b>RESOURCES AND LEARNING ENVIRONMENT</b> Our school is a Tardis, both indoors and out! We have an abundance of space, high quality teaching and learning resources; and active play-based learning equipment. Each subject has an audit of resources available within school, and through local services (library, museum, etc.)</p>
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**CURRICULUM IMPACT**

<p><b>PUPIL VOICE</b> Children will be confident to share their ideas, answers and thinking. They will be confident and competent when talking about their learning experiences, successes and how they have overcome any challenges and/or received support. Children will provide feedback to teachers and school leaders through questionnaires and other discussion based surveys.</p> <p>Pupil book study and learning walks with pupils provide the unique opportunity to share and openly discuss what it is like to learn at Shankhill CofE Primary School. Responses and feedback are always welcomed and valued as they shape future improvements.</p>	<p><b>VOCABULARY, KNOWLEDGE AND SKILLS</b> Learners will demonstrate that they have 'mastered' learning acquiring a deep, long-term, secure and adaptable understanding of the subject. Through this, pupils will demonstrate enjoyment, curiosity, expertise and a growing knowledge, vocabulary and understanding in-line with our curriculum progression. Particular learning traits are detailed within subject specific statements.</p>	<p><b>PERSONAL, CHARACTER, SPIRITUAL (AND SMSC) DEVELOPMENT</b></p> <p>Pupils see themselves as learners, recognising and demonstrating good learning and whole school behaviours.</p> <p>Pupils can describe how they are flourishing through developing our spiritual capacities – our virtues – as well as academic flourishing.</p> <p>Pupils have a growing understanding of our school values and their relationship with British Values and SMSC development.</p>	<p><b>ASSESSMENT</b> Pupils' learning is in-line with our curriculum progression, and in-line with or above national age-related expectations, where applicable.</p>	<p><b>MONITORING AND EVALUATION</b> Leaders and staff work collaboratively to monitor and evaluate the impact of learning and our curriculum provision across the school, and across subjects. Ways in which we collect this information can be through:</p> <ul style="list-style-type: none"> <li>- Pupil Book Study</li> <li>- Learning Walks</li> <li>- Pupil Voice</li> <li>- Seeking views of other stakeholders: parents, carers, staff, governors, community.</li> </ul>	<p><b>CULTURAL CAPITAL</b> Children will have been exposed to a rich and varied curriculum journey that enables them to experience creative learning, personal achievement and happiness. Carefully planned use of artefacts and resources, educational visits and visitors, first-hand experiences and technology all support learners to enhance and deepen their understanding. Our provision enables pupils to explore, interpret, reason, connect and contextualise learning and the world around them.</p>
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