



# St. Paul's Dorking

## Church of England Primary School

### St Paul's Curriculum and Quality of Education

We ensure we articulate our school vision in all we do; **Inspiring Learning, Nurturing Wholeness**

Our curriculum is ambitious. We provide a **breadth of learning**: to include pupil's acquisition of knowledge, understanding, concepts, skills and attitudes.

We aim to help them to develop intellectually, emotionally, socially, physically and spiritually, so that pupils may become confident and considerate members of the community. Within the curriculum we:

- Provide a **balance**: to give each element and aspect an appropriate portion of the whole curriculum
- Provide **coherence** and **clarity**: to ensure that each child's education has continuity and progression, and each lesson enables clarity of understanding; **through regular retrieval practice we ensure that children know more and remember more.**
- Provide **relevance** and **adaptation**, ensuring children receive the right 'diet' of learning and are well supported.
- We make cross curricular links by linking subjects *when appropriate* and ensure that the curriculum is diverse and inclusive of race and gender.
- Provide **excitement** and **enjoyment**: to create and maintain an exciting and stimulating learning environment. We aim to facilitate opportunities for children to be curious and for their learning to be inspiring and at all times meeting need and enabling progression.

We explore **Safeguarding** (at an age appropriate level) to equip pupils with the knowledge, skills, self-confidence and awareness which will enable them to safeguard themselves and others.

### Curriculum Implementation

#### *Curriculum mapping*

Each subject is mapped to show skills and content within the subject framework (see school website curriculum and the class overview pages) and unit overviews articulate what needs to be taught. Within the subject framework you can see the children's prior learning (what they were taught last year) and what will follow (what they will learn the following year).

#### *The Importance of Early Reading within our curriculum*

Excellent strong early reading (phonics) teaching underpins much of the learning in Reception and KS1 so children finish the key stage reading well. We use Little Wandle as our synthetic phonics scheme. This strong emphasis on reading continues right through KS2, with regular guided reading sessions through the week and daily OTTER, using AR (Accelerated Reader) to ensure every child reads a book appropriate for their age and stage.

#### *Ensuring the children leaving Reception are KS1 ready*

The EYFS curriculum provision ensures that children are ready to access the national curriculum. It dovetails into the learning in Year 1 and beyond. Subject leaders have a sound understanding of how what foundational understanding is put in place in Reception in readiness for the rest of the curriculum learning.

## The role of English

For English the curriculum overview is more detailed and includes genre types and a carefully thought out balance and range of texts that will be used to explore this learning. St Paul's non-negotiables are also used to ensure children know what must be done to meet the year group requirements. Learning walls support this work. We use Talk for Writing to enable children to write fluently and with confidence.

## The role of Maths

We use the White Rose scheme of learning, which systematically maps out the learning to ensure fluency, reasoning and problem solving. Key learning is broken into small manageable steps using the mastery approach.

## The importance of 'knowing more and remembering more'

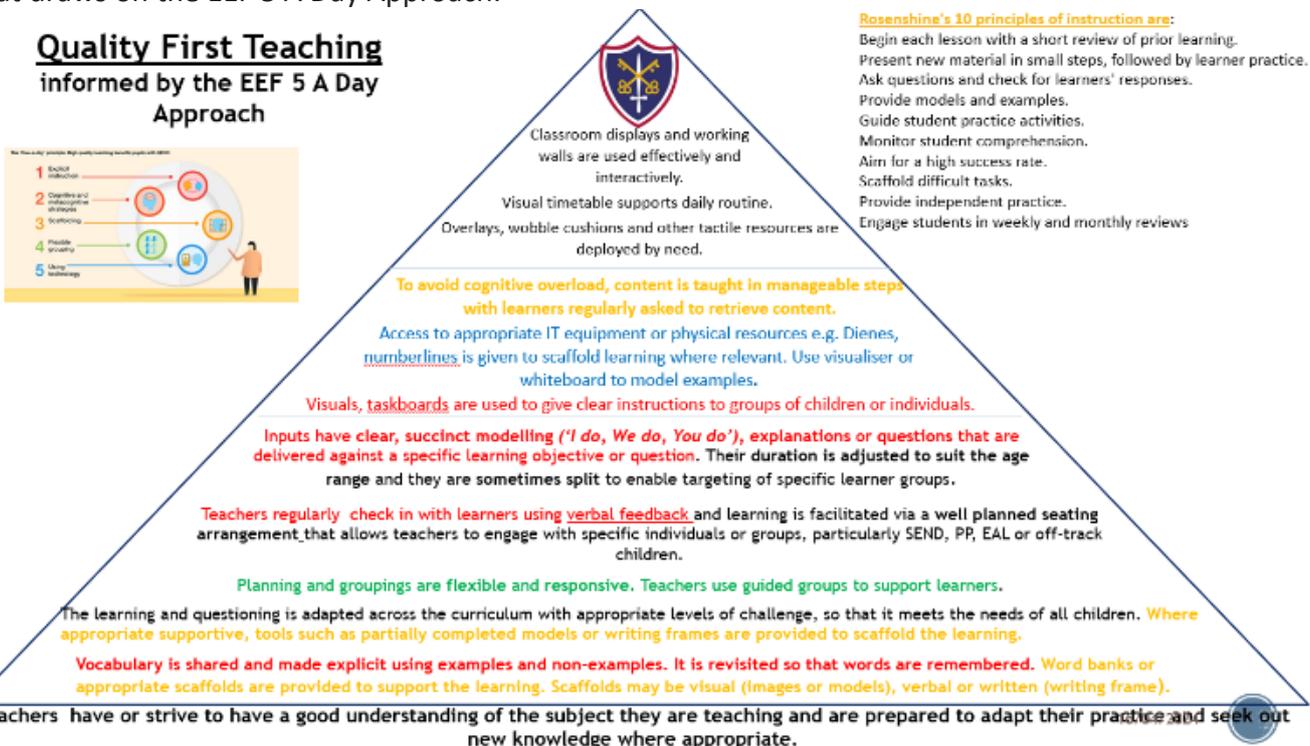
Regular retrieval is an integral part of learning. Foundation subject learning includes weekly retrieval to ensure children can remember what they have already learnt and to see how the learning fits within the unit and their wider learning across the key stage. Enquiry questions are used to help children understand the key milestones of learning for each unit of work.

## First class enrichment

As part of our commitment to ensuring that all children have the opportunity to take part in a wide range of enrichment activities, we have created the St. Paul's Pledge. The pledge enables children to take part in activities outside of the curriculum that enrich their personal development as well as their learning.

## Supporting lower-attaining pupils

All learners are well supported through effective Quality First teaching informed by our QFT framework that draws on the EEF 5 A Day Approach.



'Hinge' questions and other assessment for learning techniques are used to check for understanding within lessons.

'Live' marking is frequently used by staff to enable children to identify misconceptions and make changes. Marking enables children to know where they have been successful and what are their next development points.

## **Curriculum Assessment**

### **English:**

We use ongoing formative assessments (during lessons and when we mark children's writing) to identify specific gaps, with subsequent lessons adapted or guided group work used to support learning. Our curriculum is planned so that relevant grammatical content is taught to support the genre. Classes often use supported composition (children writing on whiteboards) during the lesson. This allows teachers to respond 'in the moment' to gaps in the learning. We use cold-writes to identify gaps in children's learning. Lesson content is then adapted accordingly. Termly moderation across year groups allows further gaps to be identified and addressed.

Summative assessments are used in Reading at the end of each term in KS2 and in KS1 and Reception children are assessed in phonics on previously taught phonics to understand whether children are on-track. Children who are falling behind in phonics (at KS1 or KS2) are given 'keep up' or 'catch up' interventions.

### **Maths:**

We use ongoing formative assessments (during lessons and when we mark children's learning) to identify specific gaps. These are then addressed either through guided group work in subsequent lessons or as part of a pre-teach. Show me boards are used to assess children's understanding in lessons with the teacher adapting questioning or using guided group work to support children's learning. Summative assessments are used at the end of each term to understand whether children are on-track.

### **Foundation subjects:**

Subject overviews clearly state expectations for each year group for each subject. Teachers use these to help plan what needs to be taught and assess children in what they need to learn next. Retrieval practice at the start of each lesson is an opportunity for previously taught content to be revisited to ensure children are secure. Questioning is also adapted in lessons to assess children's understanding with techniques such as 'Anyone's Turn' & 'Think, Turn, Talk' used to gauge children's understanding