

Curriculum INTENT

**‘Inspired to make a difference in God’s world with excellence and love.’**



**Love:** Putting others before ourselves



**Courage:** Commit to what is right and true: Do not be discouraged.



**Fellowship:** Working together to achieve shared goals: Overcoming and celebrating our differences.

Our Curriculum BIG ideas

(managing) Conflict

(understanding) Diversity

(guardians of God’s world...)Environment

Our CORE values

**Love**

*‘Live a life of love. Love others just as Christ loved us.’* Ephesians 5:2

**Courage**

Commit to what is right and true: Do not be discouraged  
*‘Be strong and courageous; do not be frightened, for the Lord, your God is with you wherever you go.’* Joshua 1:9

**Fellowship**

Working together to achieve shared goals: Overcoming and celebrating our differences  
*‘And let us consider how we may spur one another on towards love and good deeds...encourage one another...’* Hebrews 1:24

Our Dispositions for Learning

**Perseverance**

The ability to stick to a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.

**Collaboration**

Working together to get a job done. Working together, co-operation and communication are essential when collaborating.

**Curiosity**

A want or need to find something out or to learn about something.

**Creativity**

Thinking outside of the box and responding to thinking and learning in different ways.

**Independence**

To be able to do things on one’s own without help or support from others.

**Reflection**

Thinking about and looking back on learning and making connections with prior learning; to decide how it went and where to go next.

Curriculum IMPLEMENTATION

At St Alban’s we are incredibly proud of our bespoke, irresistible and interconnected curriculum which has been designed by our staff to be relevant to our children who live in, or around, West Leigh, Havant. Alongside our core values of love, courage and fellowship sit our big ideas for our curriculum. These are (resolving) conflict, (understanding) diversity and protecting the environment and God’s world. These have been chosen as we feel these are important concepts for our children to develop an understanding of to support them to be happy and successful citizens. At the centre of our curriculum are the core subjects of English: reading and writing, and mathematics. These are vital for all children to master and to support them in accessing a wide and fulfilling curriculum, both here and in further education opportunities. Our text led curriculum drives our Learning Quests; reading development and enjoyment of reading are at the heart of all learning at St Alban’s. Opportunities are facilitated to practise and embed reading and writing skills across all curriculum subjects. All other National Curriculum subjects are taught through our interdisciplinary approach: these are called our Learning Quests and are set as questions for the children to inquire into. However, some units of learning may be taught in discrete sessions; this is always true for Religious Education which as an aided Church of England school is a core subject. Each Learning Quest has a driver subject, such as history, geography or science alongside a rich driver text. Links between curriculum subjects and prior knowledge are made whenever possible to support this approach. Children report on their findings by presenting to parents at the end of Learning Quests in a variety of ways, such as a performance, an art gallery, a combined science task. The Progression of Knowledge documents show the importance of building blocks of knowledge and revisiting these to ensure strong, secure knowledge that can be built upon. Learners are supported in becoming effective learners; metacognition skills such as retrieval practice, dual coding and interleaving are fundamental in gaining knowledge and are used across all subjects. Our planning overviews and detailed subject planning documents demonstrate this; they are reviewed and adapted regularly. Threaded throughout our curriculum is a safeguarding curriculum and well-being curriculum which is responsive to the local environment and the needs of the children and families in our care.

EYFS	PRIME: Communication and language		PRIME: Physical development		PRIME: Personal, social and emotional development			SPECIFIC: Literacy			SPECIFIC: Mathematics		SPECIFIC: Understanding the World			SPECIFIC: Expressive Arts and Design		
	Listening, Attention and Understanding	Speaking	Gross Motor Skills	Fine Motor Skills	Self-regulation	Managing Self	Building Relationships	Comprehension	Word reading	Writing	Number	Numerical Patterns	Past and Present	People, Culture and Communities	The Natural World	Creating with Materials	Being imaginative and Expressive	
Key Stage 1 & 2	English		mathematics		science		Religious Education	history		geography		art & design	design technology	physical education	music	French	computing	PSHE including SRE
Curriculum enhancements	Daily Collective Worship		Outdoor learning and Trailblazing		Educational visits		Locality of West Leigh, Havant and Portsmouth	Real experiences		responding to topical events		Pupil voice	Extra-curricular clubs for all	Whole school events/HSA	visitors	charity events	Parental involvement	My Happy Mind

Curriculum IMPACT

**Leadership and Management**

Leaders at all levels have a clear vision with strong, shared values, policies and consistent practice.

**Quality of Education**

From accurately evaluated starting points, children make expected or greater than expected progress – socially, emotionally, physically, creatively and academically. Skills are secured and embedded so that they can be applied across a range of context.

**Personal Development**

Children’s actions demonstrate school and British values enabling them to contribute to society and have successful personal and professional relationships.

**Behaviour and Attitudes**

Through a positive learning environment, children will feel encouraged and rewarded to do their very best. They will support one another in demonstrating our core values and our learning dispositions at all times, becoming ambassadors for our school. A restorative approach to support children with understanding the effect their behaviour can have on others’ is used to help repair and rebuild relationships.

Curriculum Evaluation

Periodic summative assessments capture achievement and progress at key points throughout the year and the curriculum. These are subject specific and lead to adapted planning and provision for next steps.

Ongoing formative assessments, across all subjects, provide children with feedback and opportunities to interleave their knowledge building blocks with skills across the curriculum.

Qualitative assessments will be made by staff capturing achievement across the breadth of the curriculum via observations, discussion and scrutiny of outcomes.

Moderation of assessments and judgements will happen regularly across the school and through work with colleagues from other schools, locally and in Hampshire to ensure accuracy and consistency.

Subject leaders review the provision of their subject area termly using this information to inform strategic planning including professional development.

Governors evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is good. Subject Leaders report to governors at every FGB and governors undertake visits regularly using a monitoring plan, covering all areas of the EIF. All stakeholders, in partnership, ensure that all pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.