

MASTERY –A CURRICULUM FOR ALL.



At Trimley St Mary Primary School we foster a life-long love of learning, encouraging children to be make the most of every opportunity to learn. Our school community is a learning community. We provide the following learning offer through our own school curriculum:-

- The National requirements of the statutory curriculum for year groups in the core and foundation subjects.
- An Early Years Foundation Stage Curriculum covering the seven areas of development.
- An extended day - before and after school opportunities to learn and be active
- An entitlement and enriched curriculum broadening life experience for all children
- Learning Together sessions each term for children and families - Stay and Play sessions.
- Realising Futures – adult courses, SCITT School centred initial teacher training and Professional Development for all staff through partnerships and membership within and beyond Suffolk.

In order to plan and deliver the statutory curriculum effectively the school uses a creative approach, that ensures:-

- Breadth, balance and relevance.
- Engages learners, is motivating and gains momentum through enquiry and challenge and is responsive allowing learning to be unplanned at times.
- Learning progresses; learners are productive, develop independence and reach their potential against the national curriculum standards and through depth of understanding.

As educators we are preparing children to be successful as they move through school and as they transfer to the next stages of their education and into society. Our aim is for children to be equipped with the knowledge, understanding and skills to be successful in a work place carrying out jobs that have not yet been realised. Our curriculum is driven by these values and key drivers

Values and Key drivers	Learning to learn skills –The 8 Cs features that enable learning and learners to be successful.
<p>The intrinsic value of life-long learning. A life- long love of learning, knowing oneself as a learner preferred learning style, how to learn best. Learning from mistakes, responding to feedback from others.</p>	<p>Communication - The ability to share ideas with others. Listen and respond to a variety of audiences. Present ideas appropriately, use language to communicate meaning effectively, to reason and explain.</p>
<p>Value of language-Reading A passion for reading, enjoying texts, an emersion in language, literature and vocabulary.</p>	<p>Collaboration - The ability to work with others both as a team member and leader, demonstrating interpersonal skills requiring empathy, negotiation and persuasion and compromise</p>
<p>Aspiration Aiming to do one’s best regardless of ability having high expectations of self. Making the most of every opportunity to learn through challenges, competitions, carrying out roles and responsibilities to benefit others across the school.</p>	<p>Commitment - The ability and willingness to focus upon learning, managing distractions. To be able to think of new ideas and find a variety of ways of overcoming challenges.</p>
<p>Community Making a positive contribution, locally, nationally and globally. Adopting values of respect, co-operation and tolerance. Understanding the democratic process and rules for living. Celebrating and understanding difference and social awareness.</p>	<p>Creativity - Generating ideas, creating solutions and looking for different possibilities. Expressing ideas, thoughts and emotions in</p>

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<p>Environment- Learning Outdoors. Learning from and about the environment, respecting and admiring the awe and wonder of the world both familiar and unfamiliar to us.</p>	<p>Critical Thinking -The ability to plan ahead, consider cause and consequence; justify , analyse, hypothesise and draw conclusions.</p>
<p>The Arts Expressing one-self, in a variety of ways through language, dance, drama, music and visual arts. Celebrating diversity and cultural differences.</p>	<p>Craftsmanship - The ability to present work and learning having undertaken the process of improvement, drafting and responding to feedback. Acquiring a specific skill, concept through practise and perseverance.</p>
<p>Emotional Awareness- Understanding the needs of oneself and others. Using an emotionally rich language to communicate learning Adopting a positive approach, accepting challenge and taking risk to optimise learning. Keeping safe and well.</p>	<p>Curiosity - Enquiry - the ability to question, try something out, apply thinking to new and different situations. Over-riding desire to make sense of something.</p>
<p>Enterprise Engagement in opportunities from which others benefit. Solving problems, developing purpose, initiative. Researching needs, wants and inventing new ways of thinking and products that satisfy specific criteria.</p>	<p>Capability - The ability to persevere, demonstrate high expectations of oneself, concentrate and consistently work hard, even in situations that appear over challenging.</p>

Curriculum Organisation

As well as the teaching of standalone subjects, we aim to deliver the statutory components of the curriculum within the context of topic, or other high level interest frameworks. Where possible, we make cross-curricular links and plan for children to develop their thinking and skills across different disciplines. Where possible we aim to make learning relevant, meaningful and purposeful, in the context of a challenge, scenario or a problem to solve with an underlying purpose. To gain interest and maintain momentum, we arrange home and school topic launches, Brilliant Beginnings and Fabulous Finishers as part of our learning sequences which run over a variety of different time scales. This ensures we maximise and recognise the importance of parental engagement as an integral part of our curriculum.

The school has devised an entitlement statement for all children, which goes beyond the explicit curriculum and looks at enabling opportunities for all children. Our 'Entitlement Policy' details life experiences which supports the curriculum, as well as personal development. The school makes every effort to ensure that barriers to learning are addressed and that all pupils experience a range of opportunities

All children regardless of ability, SEND receive an appropriate broad and balanced curriculum enabling them to reach their potential, equipping them with both skills and knowledge to transfer to the next stage of their education. Our aim is to support learners to develop and acquire life-long skills to enable them to learn effectively, enhancing their independence and preparation for roles, some of which have not yet been imagined.

The 8 C's

Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as a learners in addition to their knowledge and understanding of concepts within subjects as specified in statutory Programmes of Study.

Pedagogy

We approach learning in many different ways- collaboration and working with others is a key approach and all children are taught the following Key Standards.

1. Active listening.
2. Helping and encouraging others,
3. Everyone participating.
4. Explaining ideas and telling why.
5. Completing tasks.

Other Consistent approaches across the school also include:-

Cursive font and joined handwriting.

Success For All TPS, Copy Cat, Text detective and Judge and Jury questioning, Group Huddle, Random Reporter, Clap and Say, reading partnerships, Fast track phonics, Precision Spelling, Word shapes, scrabbled eggs, sentence stems, talk for writing.

Concrete Visual and abstract. Part/part whole, Singapore Bar, Thinking, Talking Doing Science.

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We understand that relentless consistency is powerful.

The Language of Empowerment and Level of Challenge.

Opportunities to learn and learning intentions are clearly communicated to all children, often within a context of enquiry, scenario or problem. These can be differentiated; be left open for learners to decide their own level of challenge but regardless of this, all children take on the role of a specialist. Eg as a Mathematician or as Geographers in order to reflect and encourage high aspirations for all. The language of challenge is closely linked to the Blooms taxonomy model of Thinking Skills. The following table shows how this language is communicated to learners through planning and learning intentions.

Depth of understanding	Language of learning and mastery
Basic	Name , describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use match report, measure, list illustrate, label, recognise, tell repeat, arrange, define, memorise
Advanced	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare,
Deepening	Solve non routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design , create, prove , convince teach others,

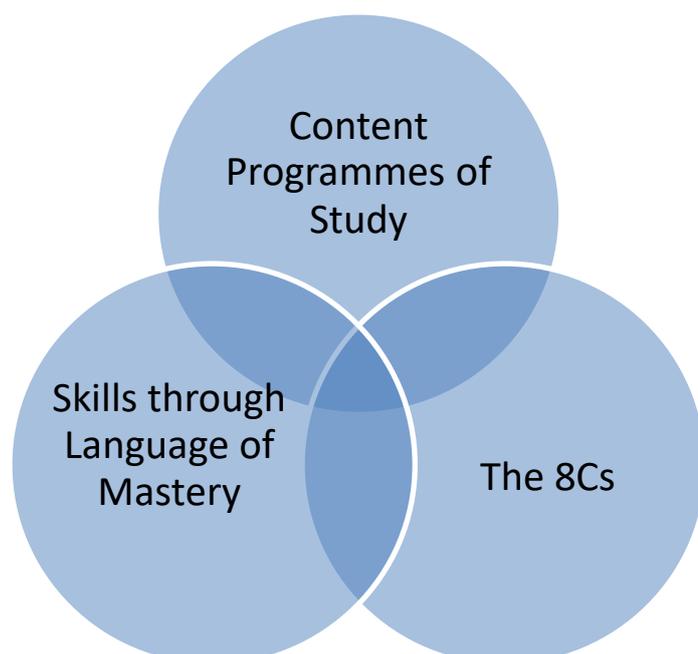
Measuring progress and attaining the expected standard.

Attainment and progress for the core subjects are measured using the statutory frameworks at the end of EYFS, Key Stage One and Key Stage Two. Judgements and test results assess children as either working towards, working at or working at greater depth within the expected standard. Pupils working below are assessed using Pre key stage Statements.

Further attainment data for year groups, other than the statutory milestones, is collected by the school to make judgements about the effectiveness of the curriculum and teaching and learning.

In Year Groups, progress through the core subjects is measured by the number of steps taken across the age-related year group bands. We expect pupils to make at least 4 steps progress as a minimum but aspire for accelerated progress of 6 steps.

Cross-curricular units of work, themes, or topics are collated from programmes of study for the foundations subjects, but with a particular focus upon a skills based approach, enabling children to develop the key values and learning to learn skills that reflect the school's curriculum philosophy. Progress of skills is measured using the language of mastery and milestones for learning.



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Communicating Outcomes maintaining momentum.

We celebrate learning and achievement in the curriculum through:-

- Showcasing with events for children and families- Fabulous Finishers.
- High quality displays around the school and within the community.
- Achievement assemblies.
- Progression in 8C's Record Book and stickers.
- Team house points.
- 'Believe and Achieve' awards
- Weekly book prizes.
- Termly Parents Evenings
- Online APPs directly to parents (Marvellous Me, See- Saw)
- Pupil self –review, better blue
- Termly reports
- Annual summary report
- Feedback to learners. peer to peer working
- Better Blue Bookmarks and targets.
- Monitoring and feedback of our curriculum by the learners themselves,
- Strong links with Governors - involvement in subject moderation through pupil perceptions, book scrutinies and learning walks.

We understand that 'curriculum design' is key and believe that all these factors are personalised to OUR school. We know that excellence is not achieved by planning for enjoyment, but by planning for depth of understanding. By implementing the correct balance of Breadth (relevance and requirements), Engagement (intellectually stimulating) and Depth (increasing understanding) we have created a 'mastery' curriculum - a curriculum for all.

If you believe, you'll achieve!