



# ST. LUKE'S C OF E PRIMARY SCHOOL

## CURRICULUM DESIGN STATEMENT

*The Kingdom of heaven is like a mustard seed...Though it is the smallest of all seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds can come and perch in its branches. - Matthew 12:31-32*

The journey through St. Luke's C of E Primary School will give every member of the school community the opportunity to **Work Together, Grow Together and FLOURISH together**, underpinned by our eight key values.

Friendship - Love - Originality - Understanding - Resilience - Integrity - Selflessness - Hard Work

**Contact us:**  
01909 475831

office@st-lukes.notts.sch.uk  
@stlukesprimaryshireoaks





# St. Luke's C of E Primary School



## Curriculum design statement: Intent, Implementation, Impact.

### Intent

The breadth of our curriculum is designed with three goals in mind:

- 1) To give pupils **appropriate experiences** to develop as confident, responsible citizens;
- 2) To provide a rich '**cultural capital**';
- 3) To provide **a coherent, structured, academic curriculum** that leads to sustained mastery of key concepts and a greater depth of understanding for those who are capable.

### Appropriate experiences

At St. Luke's, we have carefully considered what we want our children to achieve from their curriculum in order to bring about the aims and values of our school, and respond to the particular needs of our school community:

**Enrichment:** Enrichment activities, classrooms and learning environments excite, inspire and support pupils in their learning and personal development.

**Challenging:** Children are challenged, but have the confidence and self-worth to be challenged not only by staff, but to also challenge themselves – always striving for more.

**Relevant:** Learning is relevant and reflects the diverse and forever changing world in which we live to facilitate them in being successful adults of the future.

**Empowerment:** There is an active pupil voice and pupils are encouraged and supported to use their voice to challenge others, themselves and those outside of school. They know that voice is heard and they can be the change they want to see. Our whole-school values – FLOURISH – underpin all that we do at St. Luke's to maximise each child's potential.

### Cultural Capital

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read and from what they experience. It is about giving children the knowledge and skills they need to be prepared for what comes next in their lives. It includes a broad vocabulary, which, in turn, helps pupils to express themselves in a sophisticated, mature way. Research tells us that there is a link between the number of words a pupil knows and their future success. It is for this reason that we have created banks of subject driven ambitious vocabulary for children to build on progressively year on year to help them in being able to create schemas of the world.

A coherently planned academic curriculum underpinned by our curriculum drivers, our academic curriculum sets out:

- a) A clear map of the breadth of subject matter that will be covered;
- b) The branch concepts (skills and knowledge) pupils should understand;
- c) Criteria for progression within the branch concepts;
- d) Criteria for depth of understanding.

The knowledge-building phase provides the fundamental foundations for later application. LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create opportunities for pupils to extend and deepen their knowledge and understanding.



## St. Luke's C of E Primary School



### Curriculum design statement: Intent, Implementation, Impact.

#### Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with spaced repetition;
- 2) Interleaving helps pupils to discriminate between concepts and aids long-term retention;
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases provides retrieval practise for previously learned content. We work to ensure children build procedural, episodic and semantic experiences to help them achieve transference and commit learning to long-term memory. At St. Luke's Primary School, we employ a combination of blocking, longitudinal learning, interleaving of branch concepts and repeated opportunities for pupils to apply their learning in different scenarios in order to achieve deep, long-term learning. The application of core subject skills is planned for, as are opportunities for progression of oracy skills.

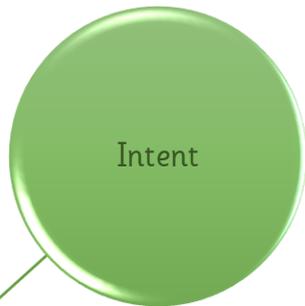
With regards to the wider curriculum, years 1 – 6 follow the whole-school long-term plan over the academic year. Each part is formed around skills progression (procedural knowledge), content and concepts (propositional, or sticky knowledge), an enquiry question (exploring abstract concepts), and authentic outcomes which we may aim to have critiqued by experts. The Early Years Foundation Stage environment is linked to 'Development Matters'. Our EYFS lead has mapped out Early Learning Goals links to the National Curriculum to ensure a clear progression can be made by all pupils as they enter year 1 and continue their journey.

#### Impact

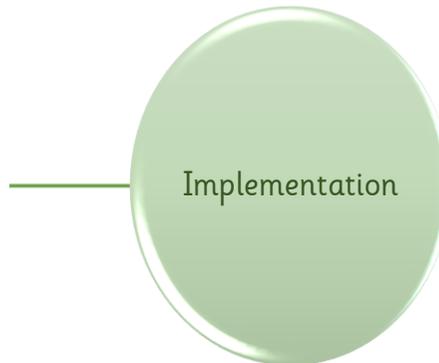
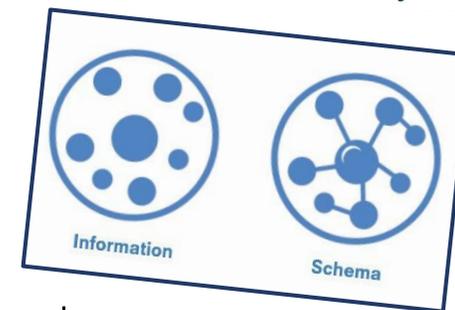
The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content; that is, they remember it all and are fluent in it. Some pupils have a greater depth of understanding. We track to ensure pupils are on track to reach the expectations of our curriculum. Assessment informing tracking is based on proof of progress (POP) tasks. Foundation subjects are assessed using Knowledge Organisers and teachers will make judgments based on evidence of whether pupils are achieving Core, Advancing or Deep elements of learning over time as outlined in their planning. The Early Years Foundation Stage track against the Development Matters statements.

Every subject leader has described the impact that they want for our pupils in their area by the end of their journey at St. Luke's Primary School. Not only will pupils have attained in their acquisition of key skills and knowledge but they will also have a breadth of subject specific vocabulary and the ability to provide reasoned opinions to philosophical questions having explored many abstract concepts. They will have highly developed oracy skills and they will have read widely across all subject areas, and they will have applied skills learnt in core subjects to all areas of the curriculum. This impact is measured through formative and summative assessment. The intent to enrich pupils' learning is quality assured by subject leaders and members of SLT through their Quality Assurance Calendar. All stakeholders play a part in measuring impact and providing feedback in order for BPS to be able to continuously review and improve the provision of our curriculum for all.

St. Luke's Primary Curriculum Design



- National Curriculum
- St. Luke's Values
- School Breadth
- Depth by Design
- Cultural Capital
- Offers - EYFS to Y6 and beyond



- Rapid & Interleaved
- Spacing & Planned Revisiting
- Cognitive Load
- Practising Retrieval
- Engagment & Active Learning
- Intra-curricular Links
- Extra-curricular Links
- Longitudinal Learning
- Quality First Teaching



- Sustained Mastery
- Community Minded
- Respectful
- Fulfilling Potential
- Equiped, Embedded, Enriched
- Inspired Learners

