

Curriculum



***With Faith, Hope and Love in our hearts together
we grow and flourish.***

*(Jesus said, 'I have come that you might have life, life in all its fullness'
John 10:10)*

Enabling children to '*grow and flourish*' is central to all that the school offers our children and community. At Stoke Minster, we hold the belief that all children are valued, unique and created in God's image; we recognise that all children flourish at different rates and in different areas and we endeavour to provide a curriculum which provides experiences to 'draw out' these strengths whilst enabling all children to reach their potential. We recognise that as unique individuals *flourishing* is different for all children, but our curriculum alongside extra-curricular opportunities aims to equip our children with the life skills necessary to enable them to become balanced, creative and successful individuals with a sense of morality, purpose, faith and determination – *to experience life in its fullness*.

At Stoke Minster, we recognise that learning takes place both in and out of the classroom and that the learning of *key knowledge* should be facilitated in a range of ways to suit all learners. Our curriculum is designed to ensure that over the course of a child's primary years, teaching enables our children to remember in the long term the content and knowledge that they have been taught. Over time this will enable our children to make connections between topics and subjects thus integrating new knowledge into larger concepts ensuring that the children remember more.

Intent

At Stoke Minster we have a fully sequenced curriculum that spans from Nursery to Year 6, the curriculum builds towards a clear end-point which helps our children to know more, remember more, and do more. Our curriculum, which is broad, balanced and engaging, facilitates children to build knowledge and understanding overtime and aims to be ambitious for all.

In order to develop aspirations for adult life and to prepare our children for the next stage in their education, we want children to develop a raft of knowledge and skills which they have the ability to transfer throughout all subjects in the curriculum as well as in their extra-curricular endeavours. Stoke Minster is a multi-cultural school in

the heart of Stoke on Trent for this reason staff ensure that enrichment is at the core of curriculum delivery. We recognise that our children come to school with different life experiences, which in turn impacts upon their vocabulary, reasoning and understanding across all key stages. Our intention is to provide a wealth of experiences, both inside and outside of the classroom, to enhance and improve learning and to create memorable experiences for our children.

In order for our children to flourish, the school curriculum is underpinned by our Christian values of *faith, hope and love*. These values, alongside the our bespoke SMSC programme and the British Values are woven throughout our programme of study and contribute towards equipping our children with the life skills necessary to enable them to become balanced, creative and successful individuals with a sense of morality, purpose, faith and determination.

Implementation

“Retrieval practice refers to the act of recalling learned information from memory (with little or no support) and every time the information is retrieved, or an answer is generated, it changes that original memory to make it stronger.”

Kate Jones

The curriculum is designed with retrieval practise in mind; essential or key knowledge is identified for each lesson. By the end of the lesson, it is this knowledge that children should be able to recall – this is *essential knowledge*. We recognise that overloading children with information reduces their ability to remember related information and means that they are less likely to develop connections between subjects, for this reason children are taught only essential knowledge in each lesson.

In some subjects essential content is summarised in the form of knowledge organisers. This is simply a piece of A4 paper outlining all the core information that children should know by the end of a topic, in making clear all of the *essential information*, testing and retrieval of the relevant information becomes ‘low stakes’ for the children. This essential knowledge is continually recapped ensuring that children remember more overtime.

At the start of our wider curriculum lessons a range of retrieval practise activities take place to ensure that our children are able to remember more of this *essential knowledge* overtime, this in turn will create connections between topics and deepen learning. These retrieval practise activities can take many forms, look out in the Summer term for some examples!