



ST LUKE'S CE PRIMARY SCHOOL, FORMBY

OVERALL CURRICULUM STATEMENT

REVIEWED BY GOVERNORS NOVEMBER 2023

In addition to this overall curriculum statement, each subject leader has produced a subject curriculum statement. These can be found on the subject pages of the website, under the curriculum tab, where you will also find our Early Year Foundation Stage curriculum information (Reception).

Curriculum Intent: what pupils will be taught

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also non-statutory elements particular to our school, and also the various extra-curricular activities that we provide in order to enrich the children's school experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others, while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children, identifying quality first teaching as the biggest key to success. We value the breadth and ambition of the curriculum that we provide, aiming for all pupils to study the best of all that has been thought, said and written by many generations of academics and scholars. We aim to foster creativity in our children, and to help them become independent life-long learners. Above all we believe in making learning fun, interesting and meaningful, whilst focusing on two basic principles:

1. Learning is a change to long-term memory.
2. Ensuring that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Our school curriculum is underpinned by the values that we hold dear at our school, including our Christian Values. Values are beliefs or principles that guide the way we think and behave. Our Christian Values are: love, kindness, forgiveness, courage, thankfulness, hope, faithfulness, respect. These are interwoven with the fundamental British values of democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

A major importance for us at St Luke's is to develop pupils' love of learning in order that they can be as independent as possible and to ignite a passion for learning that will continue throughout their lives.

Our independent learning philosophy is exemplified by:

- **L** learn for life (we are all learners, learning doesn't just take place in the classroom)
- **E** explore new things (have a go, take risks, do not stress if it is not right the first time.)
- **A** ask good questions (ask questions of ourselves, of others, of experts – remain curious!)
- **R** reflect and improve (respond to feedback from peers and teachers, steal great ideas – be the best we can be!)
- **N** never give up (perseverance, “stickability”, no matter how talented we may be, we still have to work hard to be the best we can be.)

These aspects of learning underpin all that we do in school.

In addition, we prioritise the importance of reading and vocabulary development at St Luke's. Reading improves access to all curriculum areas and introduces children to places, people and ideas they might not otherwise meet.

Our curriculum for Y1-Y6 pupils matches the ambition of the National Curriculum, ensuring that all pupils get this entitlement. Pupils will be taught the core subjects:

- Mathematics
- English
- Science

and the Foundation Subjects:

- Art and Design
- Computing
- Design Technology
- Geography
- History
- Latin
- Music
- Physical Education,

as well as Religious Education and Personal, Social, Health and Economic Education, including Relationships and Sex Education.

However, we have also planned our curriculum to take account of the local context and the needs of our pupils. For example, we consider railway safety due to the proximity of the railway line and beach /water safety as our children have immediate

access to the coast. In history at KS2, our theme beyond 1066 is the Transatlantic Slave Trade in recognition that much of Liverpool's wealth and development was influenced by the slave trade. We introduced Latin in place of a modern foreign language when we realised that, depending on which high school our pupils moved on to, they could be studying French, German or Spanish and, because the feeder primaries also taught a variety of languages, the language learning was taken *ab initio* in Y7, i.e. they start over again!

Curriculum Implementation: how pupils will be taught

Our curriculum design is supported by research evidence from cognitive science. Three main principles underpin it:

1. Learning is most effective with spaced repetition.
2. Retrieval of previously learned content is frequent and regular, which increases both memory storage and retrieval strength.
3. Learning is invisible in the short-term and sustained mastery takes time.

Our content is subject-specific but organised into themes. This allows for intra-curricular and cross-curricular links to strengthen schemata (cognitive frameworks or concepts that help us to organise and interpret information).

Continuous provision, in the form of daily routines, enhances direct teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

High quality CPD is used to ensure teachers have strong subject knowledge. Subject overviews help teachers to relate each topic to previously studied themes and to have an eye on future learning planned, which supports pupils in forming strong, meaningful schemata. The overviews show that the curriculum is carefully structured and sequenced, with clear end points identified for each discipline and theme.

However, we retain flexibility within our schemes of work to adapt quickly to relevant and highly topical issues that occur locally, nationally and globally. We ensure that learning is underpinned by first hand experiences as much as possible, through practical activities and by inviting visitors into the school and also arranging numerous external visits, including four residential visits each year. Enrichment days/weeks are planned into the school curriculum to excite and further engage our children.

Opportunities for retrieval of previously learned content are planned through quizzes and tests as well as the revisiting of concepts within a subject or across subjects.

Curriculum Impact

Because learning is a change to long-term memory, it is impossible to see impact in the short term and much of our aim and ambition will not be evident until long after our

pupils have left our school. However, our highly trained and knowledgeable staff monitor teaching and learning across the school to ensure the depth of expectation for all pupils is being met.

National tests show that attainment in reading, writing and maths – both as individual subjects – and combined is generally in line or above national standards*. Pupils enjoy their learning and are enthused by the knowledge they gain. They often choose to complete further work at home, linked to their topic in class. Pupils enjoy reading and most demonstrate a high level of fluency. Pupils transfer their skills well e.g. using mathematical spreadsheets and charts/graphs in science or geography lessons. Pupils with SEND achieve well against their individual targets and disadvantaged pupils generally make good progress which is in line with their peers. Feedback from our local secondary schools confirms that our children join them very well prepared for the next steps in their learning journey.

* NB no national tests in 2020 and 2021 (except phonics screening check), due to covid pandemic.

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