



## Curriculum Design

### Intent

Here at The Minster Junior School, we provide a sequenced, interconnected, diverse curriculum based around the knowledge rich 'Curriculum Pro' projects. Curriculum Pro, from Cornerstones, is a nationally recognised approach which delivers outstanding learning opportunities for all children.

Projects are mapped out in a termly sequence, with authentic connections made within and between subjects. Our robust framework, is built on the National Curriculum programmes of study, taking the big ideas that are broken down into smaller, subject specific concepts and aspects. It's then further broken down, to form a robust knowledge and skills framework that underpins our whole curriculum.

These 10 big ideas thread throughout projects and develop pupils understanding over time, allowing us to teach a coherent, ambitious curriculum that is interconnected to the aims of the National Curriculum.

*'When connections are made, then knowledge sticks together. You learn things in context, then the story starts to cohere.'* Sean Harford (previous Ofsted National Director of Education)

Alongside the teaching of knowledge and essential, transferable skills, we deliver subject, specific vocabulary providing an enriching reading curriculum with increasing challenge. This is sequenced through a well-resourced series of lessons, rich learning experiences, educational visits, extra-curricular activities, and enrichment workshops.

We aim to promote positive mental health for every member of our school community including staff pupils, and families. We pursue this aim, using both universal and whole school approaches as well as specialised, targeted approaches aimed at vulnerable pupils.

We have a dedicated PPG champion who supports the emotional well-being of our school community and a Family Link Worker, supporting children and helping them to get ready to learn.

Pupils are encouraged to talk openly about their mental well-being and access support as and when required. Our dedicated Artist in Residence supports children through 'Drawing and Talking.' We aim to provide pupils with the tools and strategies needed to cope when faced with challenges within school or home life. We want Minster Junior pupils to enjoy and feel safe at school.

Arising from the distinctive Christian ethos of the school, pupils not only learn in lessons, but pick up on the interactions and values of all adults. Through our REAL (rigorous, engaging, authentic, learning) curriculum pupils flourish spiritually, culturally and academically. Pupils learn not solely in structured lessons, but also in the space between lessons and in the wider school environment. The three specific Christian Values that run throughout our curriculum are Faith, Humility, and Stewardship. At the Minster Juniors, we meet the needs of our pupils, but also shape their future life, and as a community we have faith in reaching our God-given potential.

### Implementation

#### Subject Leadership

The role of the subject leader is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skills to be able to steer their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own area. Leadership and middle-management regularly review and quality-assure the subject areas to ensure it is being implemented and there is coverage, breadth and balance. Four key curriculum teams: Stem, Knowledge, Understanding and Communication, Creative Arts and Health and Wellbeing play a pivotal role in ensuring subject leaders work together to provide a consistent curriculum approach and to help peer monitoring of subject leadership.

**'Let us be concerned for one another, to help one another to show love and do good.'** Hebrews 10: 24-26

## CPD

In order for us to be able to deliver the best and most up to date curriculum we provide staff with high quality CPD in their subject specific areas of leadership or teaching role. This may include attending nationwide courses in their curriculum areas, receiving national updates and/or sharing feedback through curriculum teams to guarantee skills based learning for all our pupils. The four curriculum teams have been set up to ensure subject leaders share their strengths with each other and both Senior Leadership and middle-management can model good subject leadership.

## Planning

The curriculum is carefully mapped out to ensure that pupils acquire knowledge, skills and subject-specific vocabulary in a progressive manner. In every curriculum subject, sufficient coverage across each subject over time is assured. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards as part of their learning journey.

## Assessment

Assessment is designed thoughtfully to shape future learning. Teachers ensure that pupils embed key concepts (global aims) in their long term memory. This ensures that disciplinary knowledge builds on substantive knowledge within the subjects of the curriculum. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff. This is evidenced in the different types of assessment activities that take place alongside our 'Feed Forward' marking policy that includes Pupil Voice.

## Learning

Interactive lessons provide the foundation for engagement and a love of learning through sequenced projects. Skills are taught progressively across year groups leading to knowledge building over time. Peer assessment is used as a valued learning tool, to learn from mistakes and move forward, we all have to have resilience to achieve well. Higher order questioning provides a platform for deeper thinking skills. Pre-teaching vocabulary and key concepts ensures that all pupils access learning in an inclusive setting. For effective embedded learning to take place, our broad and balanced curriculum has development of knowledge and skills at its heart, but it also creates the conditions for creative thinking to develop too.

Learning is purposeful, exciting and project-based. The community and wider area surrounding Croydon is important, and is reflected in outcomes and opportunities we provide the children. Families support our learners by helping them to engage and continue their learning journey by completing interesting home-learning activities, which allow their talents to emerge and flourish, while making tangible links to their lessons.

## Gifted and Talented pupils

We create and deliver a curriculum that meets the needs of all pupils. We use differentiation very effectively across year groups to ensure that all children can access a curriculum that inspires and challenges at all levels. Our pupils, whatever their ability, are central to our thinking. We have a number of 'talented' pupils who excel in a range of activities such as Sport, the Arts, Science and Maths. These pupils develop their skills within our school day and we also encourage pupils with follow up out of school activities, which provide further opportunity for development.

## SEND pupils

Children with SEND make good progress at The Minster Junior School from their starting points, due to the use of resources and small group interventions which meets the needs of the pupils. Teachers are able to speak confidently about children with SEND in their classes as they know their children well. They identify their strengths as well as their barriers to learning and plan for effective adaptation accordingly. Pupils with SEND will:

- be included in all aspects of the school day.
- be provided with quality first teaching, where lessons are adapted to their needs.
- be respected and their contributions valued and acknowledged.

We ensure that when pupils with SEND leave the Minster Juniors, they will have developed independent learning and life skills to enable them to confidently access the next part of their education.

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## **Impact**

The impact of our school's curriculum is seen in the books they produce and the outcomes achieved by all groups of pupils within the school. Everything we do is with the child at mind, and strong relationships built between pupils and staff create an atmosphere for learning which is conducive to success.

### Monitoring and Evaluation

Pupils' progress is measured through ongoing assessment and through three key assessment points during the year. Work and book moderation, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help leadership and management assess the impact of the curriculum. Work is planned to address misconceptions and gaps in learning are identified to ensure that the curriculum effectively meets the needs of all pupils.

Subject leaders are responsible for the monitoring and evaluation of their subject area and this feeds into their curriculum teams. Additional non-contact time is given to subject leaders each half term to enable them to successfully lead their subject. Information from their monitoring and evaluation then forms the basis of the impact assessment for that curriculum area.

Our bespoke curriculum is continually evolving to meet the needs of our learners and to develop a life-long love of learning which promotes positive learning behaviours and helps our children to grow as confident, well-balanced and successful learners.