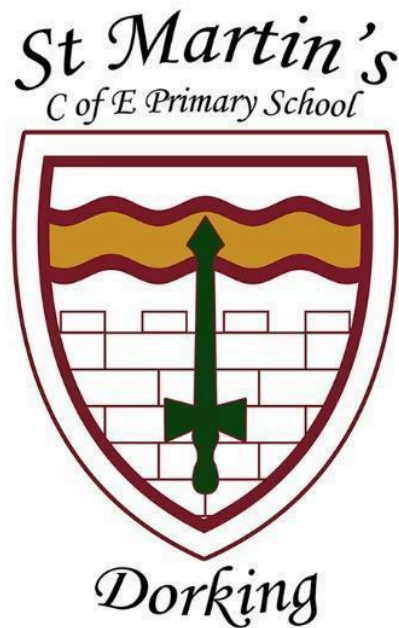


St Martin's C of E Primary School  
*'Inspiring children to be the best they can be'*



# Learning, Teaching and Curriculum Policy

Summer 2024  
To be reviewed - Summer 2026

**St Martin's C of E Primary School - Curriculum**  
*'Inspiring children to be the best they can be'*

**Curriculum Intent Statement**

**Our Vision**

At St. Martin's School your child can expect:

- to be well taught using a creative and rich curriculum that makes learning engaging and relevant by building on a firm foundation of core skills
- to be challenged and supported to aim high in academic, spiritual, moral, social and cultural development, to fulfil their potential and become a well-rounded individual and independent learner
- to be part of and contribute to a positive and inclusive community where all can grow in confidence and strive for continuous improvement
- to use our extensive grounds in all aspects of learning including wellbeing and fitness, creative inspiration, exploration of the natural environment and issues of sustainability

**Our Values**

- We are a Church school and enjoy close links with the community of St. Martin's Church (CofE / Methodist) sharing an understanding of Christian beliefs and practices.
- St Martin's is an inclusive school, educating children in an environment that sees the value of diversity and offers support for all pupils whilst actively promoting Christian and British Values. It is open to all those children who meet the entry criteria, set by the local education authority. We recognise and celebrate differences between people; we welcome those of any religious belief or none.
- At St Martin's we have a values-led curriculum. This means that we use a specific set of values in our teaching and as a way to reinforce positive behaviour at school and in later life. We base these values on those established by the Church of England, which we believe are the basis for good citizenship and a fair, inclusive society.
- For example, resilience means having perseverance. No matter what difficulties you face 'just keep on trying'. St Martin's teaches this value through sport and through academic work.

- Unlocking potential is our goal. Inside every child there are talents. These we seek to nurture to ensure that each child knows what success feels like and the confidence that it brings. We will work in partnership with parents to ensure that children aim to be the best that they can be.

### **Curriculum Implementation and Outcomes**

At St Martin's we use: the EYFS areas of Learning and Development, so that children achieve through play and child initiated learning and the National Curriculum to provide a framework for long term planning of child-centred active learning that ensures continuity, progression, challenge, depth of learning and pace for all our KS1 and KS2 learners.

We organise subject knowledge and skills so that previous learning is taken into account when moving forward through the school, allowing both consolidation and depth of learning.

We continue to develop children's creativity by using the outdoor environment, the local community, visits and trips further afield and residential visits in Years 5 and 6 to broaden the children's horizons.

Our Forest Schools teaching currently takes place in EYFS and KS1 where children are encouraged to assess their own risks within a secure environment; develop physical and social skills; increase self-esteem and independence and learn to appreciate, respect and care for the environment.

In the classroom we use emerging technologies (such as voice recording, chrome books, video, Computing software etc.), drama, debate, children's presentations, stimulating learning environments, flexible seating arrangements and interactive displays to support effective learning for all.

We encourage children to use enquiry skills to investigate, ask relevant questions, identify problems, analyse and judge the value of information and ideas and question assumptions.

We continue to establish and build on links with parents and the local community to enrich and support children's learning while strengthening community cohesion.

Skilled blending of Christian teaching, Values Education and RSHE results in opportunities for the children to develop physically, emotionally, personally, socially, mentally and intellectually so that their self-esteem and well-being are sound, supported by ever-growing emotional intelligence, leading to an understanding of both their rights and responsibilities as young citizens. The systematic introduction of a common *values vocabulary* allows children to access moral and ethical thought.

## **Sustainability**

We believe it is important for children to learn about taking care of themselves, each other and the wider world through finding out about global issues, world inequalities of wealth, global warming and the fragile interdependence of the living world. We want children to believe that, by their attitude and actions, they can make a difference.

## **Children's Voices**

We listen to children and respect and value their ideas. This ranges from individual children in the classroom, to class ideas, year group thoughts, School Council, Worship Committee, Break time Buddies, Sports Crew and lunchtime table leaders. We know that giving children ownership of their learning and listening to their ideas leads to increased motivation to 'be the best they can be'. It also empowers children to think not 'Can I?' but 'I Can' and this is supported through the teaching of the Growth Mindset.

## **Working in Partnership**

- Schools cannot educate children alone - they are part of a much greater learning community which includes each child's family and activities taking place outside of core teaching hours e.g. before school, during the school lunch period, immediately after the school day, in the evening, at weekends and during school holidays. We believe in equality of opportunity for all children to access specialist activities which are either school or community based e.g. sporting activities, martial arts, dance, art, drama, computing etc and we work in partnership with other local schools and service providers to help plan and shape learning outside the classroom provision.
- We work hard to establish a close partnership with parents and carers. We have an open door policy in that parental concerns are prioritised, acknowledged and dealt with without delay.
- We benefit from being part of TAMAT and the local Dorking Schools' Partnership.

## **Teaching**

- Every adult at St. Martin's is a learner, facing the challenges of a life-long learning journey, supported by CPD whenever this is useful and possible.
- Teachers have high expectations of children in relation both to their diligence in class and their general behaviour in school and out. Teachers model and make

children aware of what 'good quality' work looks like and discuss and share steps to success on how to achieve this.

- Teachers get to know the children in their care really well by observing, listening and talking to them. This, and effective use of AfL (*Assessment for Learning*), allows teachers to use their professional skills and judgement to support each child's personalised learning journey. Effective differentiation, often in the form of appropriate scaffolding, is used to ensure equal access to the learning intention irrespective of gender, ability, race or special needs. Intervention is put in place by the class teacher to support children falling behind age related expectations and extension and enrichment is provided for children who are working at a greater depth/gifted or talented. Teachers use a range of approaches to support preferred learning styles to meet the needs of all the children in the class e.g. visual, auditory or kinaesthetic (involving movement). Children have opportunities in lessons to work individually, in pairs, in small groups and as a whole class and reciprocal learning is valued and exploited.
- Teachers know that children respond to praise and learn best when they feel safe and have all their physical and emotional needs met. Teachers ensure that children experience success whenever possible so that this lays a firm foundation for future learning. Rewards come most often in the form of intrinsic recognition e.g. smiles, genuine words of praise etc. as this leads to a growth mindset and promotes more effective, deeper and longer lasting learning, but children occasionally receive extrinsic recognition in the form of celebration assembly certificates, stickers and house-points.
- At St Martin's we provide a theme based curriculum which provides children with a memorable context for their learning and many of the foundation subjects are taught through the theme. Themes are carefully planned across the school to ensure children get a broad range of experiences and are taught for half a term or in some year groups a term. Each theme includes a 'wow' factor or first-hand learning experience. Links to writing provide children with a clear purpose for their writing. Progression of knowledge and skills is assured through careful planning using the Chris Quigley Essentials documentation.
- In all subjects, teachers value and encourage dialogue between teacher and pupil and between pupil and pupil. The learning of subject-specific technical vocabulary is always a focus, as is the provision of a stimulating learning environment.

- Curriculum subject leaders are responsible for monitoring the learning and teaching of their subject area by supporting teachers to maintain a high standard of competence; observing lessons in each Key Stage; keeping staff aware of new developments, up to date resources, inclusion, Health and Safety issues and ensuring their budget is spent wisely to achieve best value for money. Subject Leaders are encouraged to attend local network meetings, where available, and to take up CPD opportunities related to their subject area where this will facilitate whole school improvement.

### English

English is taught daily and we provide real life opportunities for children to use and transfer their emerging literacy skills across the curriculum. Active learning is promoted by using learning partners, dialogue, drama, first hand experiences and through 'wow' days. We aim to develop every child's skill to speak confidently and listen to what others have to say; read and write with confidence, fluency and understanding; have an interest in words and their meanings and develop a wide vocabulary; be interested in books, read with enjoyment and evaluate and justify their preferences and use their literacy skills in different areas of the curriculum.

### Early Reading

Early Reading is taught through the phonics program of Read Write Inc (RWI), which is an inclusive literacy programme for all children in Reception and Year 1 learning to read. Children learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a short spelling focus. Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The RWI sessions occur 4 times per week for 30mins, the continuity and pace of the programme is key to accelerating the progress of children's reading development.

R.W.I catch up will take the form of an intervention for those children with the greatest need in Year 2 and across KS2.

### Reading Comprehension (VIPERS)

Children are explicitly taught the skills of reading (outlined in the National Curriculum) through the use of VIPERS which was created by Rob Smith (The Literacy Shed).

The Reading Vipers is used by both KS1 and KS2 with a little adaptation. The comprehension skills are:

Vocabulary

Infer

Predict

Explain

Retrieve

Sequence/ (KS1) Summarise (KS2)

This is a whole class reading comprehension strategy that takes place weekly for 1 hour per week. These lessons are separate to but may complement Literacy lessons.

### Mathematics

At St Martin's we aim to teach children how to be efficient and effective in their mathematical calculations. We build children's enjoyment, confidence, skills and understanding in relation to the links and patterns of the number system so that they will be able to meet the demands of mathematical understanding in everyday life. Whenever possible we try to give children outdoor learning opportunities in mathematics lessons that are relevant to real life.

We aim to develop:

- an enjoyment of Mathematics for all children whatever their needs, talents or cultural background via a positive attitude.
- every individual's potential in Mathematics by becoming an independent, confident and logical thinker with flexibility of mind.
- the importance of using mathematical language as a means of communicating ideas and concepts as part of our AfL.
- mathematical skills and knowledge accompanied by the quick recall of basic facts.
- an awareness of the uses of Mathematics beyond the classroom with the ability to apply skills in a changing world.

### Science

Science gives children opportunities to work scientifically, use their skills of enquiry and wherever possible we try to build practical, investigative work into lessons. This allows children to ask relevant questions, identify and solve problems, analyse and judge the validity of information, question assumptions and draw conclusions.

At St Martin's we aim to give children learning opportunities to develop:

- awareness and understanding of the world around them.

- their ability to relate Science to their everyday experiences.
- their scientific knowledge and understanding.
- practical skills and to apply these to the scientific process.
- a deep and lasting interest in Science that will encourage them to study the subject further.
- the confidence to work both independently and co-operatively with others.
- their understanding of scientific vocabulary.

Safety is an important aspect of Science and is taken into consideration at all times using the Local Authority Science Scheme of Work Guidance and the Association for Science Education Handbook.

### RSHE

As a church school, RSHE is set in a context that is consistent with the school's Christian ethos and values:

- It is based on inclusive Christian principles and values emphasizing respect, compassion, loving care and forgiveness.
- It is sensitive to the circumstances of all children and mindful of the expressions of family life in our culture, yet it also upholds the Christian values regarding relationships and marriage.

Whilst pupils are given the opportunity to explore their own attitudes, values and beliefs and to develop an individual moral code that will guide their actions, this is exercised within an understanding of the right people to hold their own views within a framework of respect for others. Children are taught knowledge and understanding around arrange of relationship, sex and health topics: through discussions, expert visitors (school nurse, police), explicit and practical teaching. This allows children to describe, explain, question and develop a greater understanding around the different viewpoints and ways in which people live. Children will be able to demonstrate their ability to show their understanding of the schools values through RSHE lessons such as Respect, tolerance, belonging and freedom.

### Religious Education

Using the Surrey agreed Syllabus, children are taught knowledge and understanding around a range of religious and worldwide views so that they can: describe, explain, analyse and investigate allowing them to appreciate beliefs and practices, recognising the diversity, meanings and values within and between communities (including their



own) and amongst individuals. Pause days are built into the curriculum to enable the whole school to take part in reflective activities.

### Computing

Our aim in teaching Computing is to encourage all members of the school community to become independent, confident, competent and discriminating users of Computing while using their own initiative, imagination, reasoning and investigative skills.

All classes have access to individual chrome books available specifically to teach the Computing curriculum. The chrome books are also used regularly to promote the embedding of Computing into other subjects.

As well as computers, interactive whiteboards and visualisers in every classroom, there is a variety of other Computing equipment in school, including robotic equipment, digital cameras, digital movie cameras, datalogging equipment, digital microscopes and digital projectors.

Health, safety and security issues are very important in relation to Computing.

Computer room rules are on display in all classrooms, along with specific advice on the use of the internet including e-safety guidelines. Our E-safety policy sets out clearly our expectations on pupils, staff, parents and members of the wider community to ensure best practice.

All pupils have the opportunity to develop ICT Computing capability and the school promotes equal opportunities for computer usage and fairness of distribution of Computing resources. We endeavour to enable children without a home computer to have access to school computers whenever possible, to ensure that no pupils are unduly disadvantaged. The school also recognises the advantages of the use of Computing to children with special educational needs, both by supporting increased access to the curriculum, language development, presentation skills which all raise self-esteem and also by extending learning opportunities for gifted and talented pupils across the curriculum.

Our curriculum promotes a greater focus on programming rather than on operating programmes. From age five, children learn to write and test simple programs, and to organise, store and retrieve data. From seven, they are taught to understand computer networks, including the internet. E-safety is incorporated in every computing lesson.

### Art and Design

Our objectives in the teaching of Art and Design are to develop knowledge, skills and understanding related to painting, drawing, sculpting and printmaking from Early Years Foundation Stage to Year 6.

Children will be taught to:

- produce creative work, exploring their ideas and recording their experiences;
- become proficient in drawing, painting, sculpture and other art, craft and design techniques;
- evaluate and analyse creative works using the language of art, craft and design;
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;

Every child has a sketchbook which is a valued source of learning for the child and of assessment for the teacher.

### Design and Technology

At St. Martin's we recognise the close links between science and especially the technology elements of Design and Technology. Children will be taught how to:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.

Where possible DT is woven into our half termly themes.

### Geography

Our aim in teaching Geography is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We provide children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human features.

Children have opportunities to take part in geographical enquiry, use geographical skills, acquire knowledge and understanding of places, patterns, processes, environmental change and sustainable development.

All classes have a geography news book which is taken home weekly to assist in developing locational knowledge. Children investigate news stories based on local, national and events in the wider world and present back to their class. Drawing and interpreting maps, developing skills of research, investigation, analysis and problem solving are important aspects of geography lessons. Fieldwork and real geographical activities e.g. research of a local environmental problem, make geography relevant to our learners.

### History

Our aim in the teaching of History at St. Martin's is to stimulate the children's interest in the lives of people who lived in the past by using a range of historical skills: chronological understanding; knowledge and understanding of past events, people and changes in the past; historical interpretation; historical enquiry and organisation and communication, so that children begin to understand how events in the past have influenced our lives today. Emphasis is placed on examination of historical artefacts and primary sources and children are given the opportunity to visit local sites of historical significance to develop a sense of identity and cultural understanding.

### Modern Foreign Languages

Through the teaching of both French and German during KS2, we aim to provide pupils with a positive and successful early foreign language learning experience that will develop their self-esteem as language learners and provide motivation for future language learning. We also intend to give pupils an awareness of the countries where these languages are spoken and an appreciation of their cultures.

We teach French for one afternoon session a week to Years 4 and 6 and similarly German to Years 3 and 5.

A wide variety of techniques is used to encourage children to engage actively in language lessons. These include games, role-play, songs and puppets. Children master basic grammar and accurate pronunciation and are able to converse, present, read and write in the language.

### Music

At St Martin's we believe that music is a unique form of communication that can inspire and motivate children and change the way they feel, think and act. We believe that music enriches the lives of people and so we wish to involve as many children as

possible in musical activities e.g. in the classroom, in our school choir or by studying a musical instrument with Surrey County Arts and independent teachers.

Planning for music across the whole school is based on the Model Music Curriculum via, 'Charanga' scheme of work, but teachers link music to other subjects in the curriculum where they feel it is appropriate. Children have opportunities to perform, compose, appraise and listen to music.

### Physical Education

At St Martin's children enjoy two hours of PE every week - one indoor and one outdoor session. PE develops children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities including dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

We use the National Curriculum and Dorking Partnership schemes of work for gymnastics and dance as the basis for our curriculum planning and have adapted this to link with our themes where appropriate. Swimming is taught in the Summer term in Years 3 and 4. Good sportsmanship and teamwork are valued and encouraged by all staff when teaching PE. We encourage children to consider their own safety and the safety of others at all times and expect them to wear appropriate clothing and footwear.

The school provides a range of PE-related activities for children before school, at lunchtime and after school. We use outside specialists e.g. Dorking Wanderers Football Club, Pro Golf Experts and representatives from Dorking and Mole Valley Athletics Club to provide quality PE experiences. All children take part in intra-school competitions and there are numerous opportunities for children to compete against other schools in the Dorking Partnership.

### Remote Learning

During times of COVID or any other need for a full or partial 'lock down' and isolation of an individual or class bubble, our remote learning offer will become available. This is to ensure high standards of teaching and a broad and balanced curriculum remains available to all children.

Daily work in English and Maths, and weekly lessons for the foundation subjects will be taught across the school. EYFS will have a blended curriculum to include some online activities and practical activities both inside and outside the home/classroom. Children who are unable to access the digital format available will be provided with hard packs to work from to support the home learning on offer.

Full details of the remote learning offer can be found on our school website.

### Curriculum Impact

The impact of the curriculum is evident in the outcomes for all pupils.