Rationale

At St Luke’s School, we believe we are part of a learning community of schools across the world and consequently we teach a broad and balanced curriculum which aims to promote an ‘international mindedness’ in children. Alongside promoting fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance, our unique curriculum has a strong element of internationalism built into learning.

For our children at St Luke’s, we recognise the constraints on cultural provision in a rural area of the U.K. By promoting international mindedness, we believe we are central to a learning global community. The elements of the International Dimension for our children are to:

- Recognise their own culture and have a sense of identity. In our New Forest context this means to value our unique setting as a coastal forest school in an area of outstanding natural beauty.
- Be open-minded
- Be respectful of other cultures and beliefs (be sensitive to other cultures and beliefs)
- Be aware of and be able to celebrate diversity AND commonality
- Have respect for and value other people and their ideas and opinions
- Be able to communicate (have good interpersonal skills)
- Be adaptable
- Be aware of and have an interest in global issues

The promotion of ‘International mindedness’ specifically ensures that children gain a

- Knowledge and understanding beyond their own nationality
- Understanding of the independence and interdependence of people cultures and countries
- A degree of focus on the class adopted country.

Adopted Countries

In order to promote international mindedness at St Luke’s, each class chooses an adopted country. Wherever possible, children learn about this country and use it as part of a comparative study. This year the adopted class countries are:

- Year R – Great Britain
- Year 1 – France
- Year 2 – Rwanda
- Year 3 – India
- Year 4 – Thailand
- Year 5 – Brazil
- Year 6 – United States of America

Beliefs and Principles

Our Curriculum is intended to ‘Lay the Foundations for Life’, a practical tool for teachers to help children learn across a wide range of subjects and disciplines, including the development of core life skills such as communication, social skills, physical development, resilience and independence. Our stated outcomes for our pupils are:

Happy & Confident
Numerate & Literate
Creative & a problem solver
Kind, caring & well-mannered
Independent & collaborative
Able to persevere & a risk taker
The school is continuing to embed the use of our Learning Heroes, focusing on teaching children how to be good learners
Resilience the tortoise – resilience and perseverance
Team Bee – collaboration and endeavour
Chameleon – adaptable
Sparky the unicorn – creativity
Curious cat – curiosity
Links the spider – making connections
Wise Owl – problem solving

We have high expectations for all our pupils. Assessment is integral to this. We aim to continually assess whether children have mastered and deepened their understanding of age related key concepts, skills and ideas in all subjects.

We hold a number of beliefs about education, learning, teaching and the curriculum that govern both the contents and the way our curriculum works.

- **Learning**

  Children’s learning is the central purpose of everything connected with the Curriculum. Helping children learn – academically, socially, spiritually, morally, emotionally, and physically – is the only real purpose of schools.

  Children’s learning will respond to their current and future personal needs, their future career needs and the needs of the varied societies and cultural groups in which they are likely to play a part.

  Learning is planned to be active, in the sense that children must engage with their own learning. For primary children, this means that learning, relevant to the future is placed in a context that is meaningful to their present lives. We also use two approaches to learning in Maths and English which encourage learners to be actively involved.

  We use the ‘Maths No Problem’ scheme based on the Singapore approach in Maths. Pupils are encouraged to use concrete apparatus and pictorial images to develop their understanding of abstract concepts.

  In ‘Talk 4 Writing’ lessons, pupils are actively involved through the phases of imitation, innovation and invention.

  Children share responsibility for their learning with their teachers, parents and carers. The proportion of responsibility each bears will depend on the age and characteristics of the children. Nevertheless, learning is constructed in such a way that, by the end of the primary years, children begin to see and experience the potential for taking responsibility for their own learning and choosing their own level of challenge, through our ‘chilli challenges’. They can identify their strengths and where they need to target their own efforts to improve.
As part of our PSHE curriculum, each child in the school will undertake lessons which relate to how they learn. They will understand more about how the brain works, and the importance of a healthy lifestyle. They will develop strategies to assist their learning such as mind maps and be introduced to growth mindset models. They will also begin to understand how they may have a preferred learning style and how it is important to experience a range of learning styles. (Howard Gardener’s 9 Learning Styles.)

- **Teaching**
  
The purpose of teaching is to facilitate children’s learning in appropriate ways. Wherever possible there are links between subjects; teaching is always planned to be enjoyable. Topics always start with an exciting ‘Entry Point’ and a motivating ‘Hook’. This is followed by a ‘Knowledge Harvest’. The Knowledge Harvest records what children know at the start of a learning theme and what they would like to learn. At the end of a topic, children revisit their Knowledge Harvest and record, share or present what they have learned in a variety of ways. Audiences (such as parents, display boards or peers) are often used to provide a meaningful and motivating goal for the learning journey.

Assessment is frequent and accurate and is used to set challenging work that builds on prior knowledge, understanding and skills.

- **An International Curriculum**
  
  St Luke’s promotes ‘international mindedness’ within the Curriculum to ensure that children are prepared for life in a global society.

- **A Broad and Balanced Curriculum**
  
  We believe in a broad and balanced curriculum, so while we focus on the core skills of reading, writing and Maths, we also strive to maintain high quality learning in the Sciences, the Arts, Computing and Sport.

  Our curriculum takes into account end of year expectations in the National Curriculum which clearly define what children should be capable of for their age. These end of year expectations consist of key concepts, key areas of knowledge and skill in different subjects.

  Teachers continually assess children’s understanding and mastery of these key concepts, knowledge and skills through a range of assessment opportunities. Teachers make use of ongoing formative assessment to plan effective, differentiated lessons at appropriate levels.

  In **Early Years Foundation Stage** (that is for children in Reception class, up to the age of 5), the school plans activities and content around the 7 areas of learning defined in the Early Learning Goals as set out in the statutory framework for the early years foundation stage.

  - **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

  - **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

  - **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
• **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

• **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

• **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

• **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In **Key stage 1 and Key Stage 2** (children above the age of 5, in classes 1 to 6) the school follows the National Curriculum learning outcomes. These are covered by programmes of study in the following subjects.

<table>
<thead>
<tr>
<th>Core subjects</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
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<tbody>
<tr>
<td>Age</td>
<td>5 – 7</td>
<td>7 – 11</td>
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<tr>
<td>Year groups</td>
<td>1 – 2</td>
<td>3 – 6</td>
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</table>

<table>
<thead>
<tr>
<th>Foundation subjects</th>
<th>Key stage 1</th>
<th>Key stage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art and design</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Computing</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Design and technology</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Languages</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>(St. Luke’s have chosen to teach French)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>History</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Music</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Physical education</td>
<td>✓</td>
<td>✓</td>
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</tbody>
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**Single year group planning**

The school adopts single year group planning. With support from subject leaders and senior colleagues, staff plan to cover the full range of subjects and expectations for that particular year group over the academic year.
**PSHE and Sex and Relationships Education**

As recommended in the National Curriculum, the school makes provision for personal, social, health and economic education (PSHE), drawing on good practice. We currently use the SEAL framework along with Channel 4’s ‘Living and Growing’ material to support Sex and Relationships Education. We also use HeartSmart to deliver a PSHE curriculum which focuses on building character, emotional health and resilience. Through HeartSmart, we aim to equip children with foundational principles, skills, habits and a mindset that will improve their mental health, relationships and academic achievement.

See HeartSmart Scheme.

**Religious Education**

As a Church of England school, we value and are committed to high quality teaching of R.E. The school follows the locally Agreed Syllabus for R.E. – ‘Living Difference’ and also makes use of Understanding Christianity. See the R.E. policy for further details.

See – School Network: Curriculum/ Policies/ Ratified by Governors/ RE Policy

**Assessment for Learning (A4L)**

In line with the national agenda and the 2015 Commission on Assessment with no Levels report, the school has developed its own system of assessment. Please refer to the Assessment Policy for further details.

See – School Network: Curriculum/ Policies/ Ratified by Governors/ Assessment Policy

**Useful Resources:**

St Luke’s single year group planning overview is found in:

..\..\PLANNING\Curriculum Theme Maps\Curriculum Maps\

When planning any new unit Teachers should refer to the subject overviews.

..\..\PLANNING\Subject Overviews

Medium Term subject Planning can be found in:

Curriculum / PLANNING / year group / Autumn, Spring or summer

Subject Guidelines outline expectations for teaching each curriculum area.

..\..\Subject Guidelines

Weekly Maths Planning Template

..\..\New staff\Maths\blank weekly plan.doc
Weekly Literacy Planning Template
..\..\New staff\Literacy\Weekly Literacy Planner.doc

Monitoring and evaluation

- The policy will be reviewed as part of the schools monitoring cycle.

<table>
<thead>
<tr>
<th>Discussed by the teaching staff:</th>
<th>Autumn 2018</th>
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<tbody>
<tr>
<td>Discussed by the Governing Body:</td>
<td>Autumn 2018</td>
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