

# St Ann's Junior and Infant School Vision

Our vision at St Ann's is to promote RESPECT and inspire excellence in everything we do... in school, in Rotherham and beyond.

To promote...



# R

Resilience



# E

Enterprise



# S

Success



# P

Protection



# E

Empowerment



# C

Communication

# T

Teamwork



## Planning

Teachers create 3 project overviews a year in advance of delivering projects which demonstrate how the whole curriculum will be covered in line with the requirements of REAL projects for their phase. These projects are tuned in their infancy and teachers are given time to develop these overviews into subject specific plans each term. They are supported through project tuning where colleagues critique and contribute ideas to each other's plans. Medium term plans are adjusted and extra planning time is provided to enable staff to add differentiated activities - converting medium term plans into short term plans. **Plans are quality assured by Senior Leaders and Subject Leaders.**

How is our curriculum planned and delivered in order to achieve the school's vision?

## Implementation

### Assessment

Formative assessment strategies are used as part of our daily teaching to ensure pupils are **clear about the concepts being taught** and **to understand how to be successful**. Regularly gathering assessment information helps teachers to plan lessons that challenge children's thinking and **move learning forward at a good pace**. Summative judgements on overall performance are made against milestone indicators. In Maths and English, pupils are judged to be working at a 'Basic', 'Advancing' or 'Deep' level within the relevant milestone on a termly basis - **this information is used for target setting**.

**Language** - 'Every lesson a language lesson.'

Teaching specific language is an integral part of our planning process in all areas of the curriculum. Children are taught the language associated with each of the subject concepts and the success criteria in order to build an understanding around each lesson. They are also taught key subject specific language associated in order to build their own vocabulary over time. **Language mats, language scaffolds and specific displays** in the classroom help promote vocabulary, giving it a high profile whilst also providing a support mechanism to the children who are in the early stages of learning English as an additional language.

## Curriculum Delivery

Each project's learning journey is designed around the following six elements; the essential question, the significant content, **the student centred outcomes**, **peer critique** and **multiple drafting**, **the authentic audience** and the **final exhibition**. The majority of the school's curriculum is delivered through the REAL project's approach of learning, connecting subject specific skills and knowledge with **real world problem solving experiences**, against a backdrop of **children's rights and responsibilities**. We also teach children about how they can learn more effectively in order to become active and **engaged independent learners**. Our Learning Skills curriculum and the specific work linked to metacognition is a focus for our celebratory assemblies and the outcomes are displayed around school - this is an integral part of our school RESPECT vision.

## Breadth

There are daily reading, writing and maths lessons and all other subjects are equally valued. There is a 'research based' reading spine and where possible, the class text links directly to the REAL project. Where subjects are not directly linked to the project, they are taught discreetly. This is particularly true in Maths which can be linked but is mainly taught discreetly to ensure the 'Mastery Approach' is delivered consistently across each phase. Every subject has an 'Intent' document for each year group, ensuring that we **teach a broad and balanced curriculum that builds on prior learning**.