

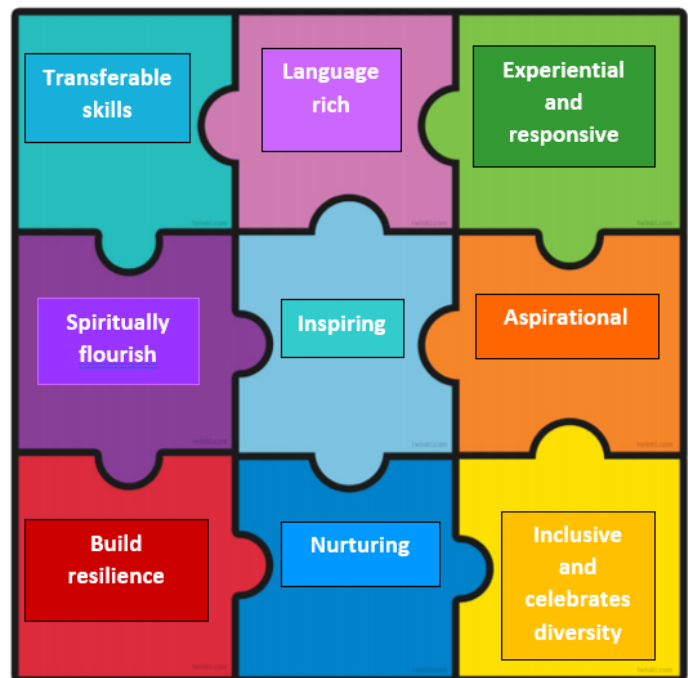
An Overview of the Curriculum at St Michael's

The Lord says, 'For I know the plans I have for you plans to give you hope and a future.'
Jeremiah 29 verse 11



As an inclusive Christian school, St Michael's values everyone as a child of God and rejoices in its diversity. Our vision is to provide a happy, loving and nurturing environment where all have the confidence to make outstanding progress and so expand and fulfil their hopes and aspirations. Our inspiring, enriched curriculum promotes a thirst for knowledge and develops wisdom. We want our children to be eager to come to school because they are excited to learn about the many different things our curriculum offers them.

We have used the characteristics and needs of our school community, alongside national curriculum guidelines, to develop the knowledge content of the curriculum and to develop a progression of learning for each subject. Our aim is to make the curriculum relevant and exciting for our children, with purposeful outcomes that will support them to develop positive 'can do' attitudes that allow them to shine.



Our curriculum is designed to:

- support language development, due to limited language skills on entry to St Michael's,
- develop transferrable skills that children will be able to use in the future to embrace new opportunities,
- offer a range of experiences that will help to overcome a lack of positive early opportunities and support the development of cultural capital for our pupils,
- develop positive healthy relationships and promote well-being,
- promote the arts as a means for all children to communicate, regardless of academic ability or language acquisition,
- develop and grow resilience and the ability to problem-solve so that children are prepared to take their place in society.

Learning is progressive and delivered through a combination of topic-based learning and discrete subjects. The design of the learning ensures that we deliver the acquisition of skills and knowledge in a way that shows clear progression from year to year. Wherever possible and beneficial to learning, cross-curricular links are made. To support a broad and balanced curriculum, the school timetables regular 'Foundation days' and 'Forest School Days' allowing teachers and pupils to immerse themselves in given subjects. Lessons are enhanced by memorable experiences and wider opportunities, which inspire children of all abilities, and develop cultural capital.

We employ specialist staff to enhance provision for music and physical education. Parents are regularly welcomed into school for curriculum workshops, which provide opportunities to see given subjects being taught.

This model of implementation is underpinned by strong pastoral provision for pupils and their families and the distinctly Christian ethos of the school.

We measure the impact of our curriculum through assessment for learning opportunities, book scrutiny, pupil and parent voice feedback, data analysis and learning observations. Through these forms of continuous and robust assessment, the particular talents, gifts, interest and curiosity of individuals are identified and nurtured to ensure

personal motivations and ambitions are encouraged and fostered. As a result, our pupils are confident, articulate and enthused by their learning, and are keen to share the knowledge they have acquired. Pupils' good behaviour is a result of their positive engagement in the curriculum on offer. Pupils attain well, make outstanding progress from their starting points and aspire to be the best they can be. We know we have succeeded when pupils leave year 6 fully prepared for the next stage of their learning journey.