



## **The Curriculum at St Martins**

**At St Martins, we believe in teaching Golden Knowledge to produce Global Citizens.** We aim to provide a broad and balanced curriculum, which is progressive, developmental and creative for all students from the ages of 3 to 16. We ensure that our curriculum takes into account the individual needs of our pupils at all stages, and therefore is accessible and ambitious for all. We value both academic and social development, and our knowledge-rich curriculum aims to produce confident, Global Citizens with a sound knowledge of the world around them. The ambitious content of our curriculum promotes awe and wonder and fosters a life-long desire to learn. All children thrive here at St Martins – students are encouraged to make positive contributions to school life and the wider community. **Our children are individuals, respected for their differences and celebrated for their strengths.**

### **The Key Aspects of Our Curriculum**

**Golden Knowledge:** Golden Knowledge refers to the most important pieces of information that our students will learn within a subject. It is the knowledge that will broaden their understanding and allow them to articulate ideas, debate with confidence, and further push the boundaries of their learning. The Golden Knowledge for each subject should be practised and learnt deeply to allow students to be successful.

**Core Questions:** Core Questions are an easy way for our students to recall the Golden Knowledge they are taught through their curriculum. Each subject has its own set of Core Questions, and staff will regularly go back to these to ensure Golden Knowledge can be recalled easily. Students are encouraged to practice these questions in their own time to further support their learning.

**Knowledge and Retrieval:** Knowledge organisers and scaffolding of learning are key concepts used across the school to help pupils to retain and retrieve knowledge effectively. Progress through the curriculum should be regularly measured using formative and summative assessment methods.

**Global Citizens:** We aim to develop students who have an understanding and curiosity about the world in which they live. Being a Global Citizen will allow our pupils to develop the skills that they need to be successful in any situation, as well as having the knowledge to make the best decisions in everything that they do. Being a Global Citizen incorporates all of the SMSC and British Values, and these are regularly referred to in assemblies, In The News PowerPoints, and displays around the school.

**GCSE and SATs Outcomes:** GCSE Results are not the most important aspect of our school, however, we firmly believe that leaving with a strong set of results will open more doors and opportunities for our students. Similarly, we do not teach specifically for SATs, but in Primary we teach a curriculum that will develop the skills required for all pupils to be successful throughout their education. Our curriculum has been developed to allow pupils to study a range of qualifications, some of which will be completed in year 10 and some in year 11, allowing time for mentoring, support, revision and life skills, and reducing the pressure of the final year in school.

**MFL:** The study of Modern Foreign Languages is a very important part of our curriculum. We believe that students should have the opportunity to discover different cultures and ideas, allowing them to develop a sense of openness and appreciation towards other cultures, giving them the confidence to explore and travel when they leave school. MFL also contributes to the English Baccalaureate suite of qualifications, allowing our pupils the best chance of continuing their studies. MFL have extended curriculum time in years 8-10, allowing for more intensive language learning and deeper learning of the Golden Knowledge required to be successful. Students complete their MFL GCSE in either Spanish or French in year 10.

**Arts for All:** All students study an Arts course at St Martins School. We passionately believe that creativity and adaptability are two keys characteristics that employers of the future will be looking for. Our Arts courses offer variety and develop our student's confidence and resilience, enabling students to shine in a variety of disciplines including art, dance, music, acting and creative media. Students will choose an Arts option in year 9 and will continue with this course through year 10 and 11.

**Primary Curriculum:** Within the Primary Phase our curriculum is organised under a range of headings, with our Core Values running throughout each theme.



**Early Years Foundation Stage Curriculum:** Our EYFS curriculum has been specifically designed to prepare children for the first stages of formal education, through a range of active play and learning activities. The key goals for pupils include:

- To draw on a wide vocabulary when speaking with their friends, familiar and unfamiliar adults
- To be able to follow a set of instructions.
- To be able to retell a story independently.
- To be able to tell a simple story.
- To know how to look after themselves.
- To know how to look after plants and animals.
- To understand the importance of being physically active and keeping healthy.
- To develop a love of stories and reading.
- To be able to write independently.



### **Curriculum Trees of Knowledge**

Children learn best when they understand the 'Big Picture' and the importance that their current learning has in relation to prior and future learning. To support this, every Secondary Subject or Primary Class Teacher has developed their own, bespoke, Tree of Knowledge, detailing how the learning links together to create the big picture for their curriculum.

The learning environment is a key feature in all areas of the school, and should support and challenge pupils' learning and aid them with retention and recall.

**Trees of Knowledge are visible within classrooms, and used as a point of reference for classroom discussions around the curriculum, allowing pupils to answer the question "Why are we learning this, and why now?"**



## Teaching and Learning at St Martins

We believe that pupils learn best when they have stimulating, challenging and enjoyable learning experiences. All teachers use their good knowledge of our children as individuals to plan well-structured lessons with tasks that are well matched to pupils' prior attainment, with challenging yet achievable targets that pupils strive to achieve.

Teachers are positive role models, who create an atmosphere of mutual respect, promoting high aspirations for all. High standards of Behaviour for Learning are expected in all lessons, and teachers follow the school behaviour and rewards policy. Praise and rewards are a key feature in all lessons. Cross-curricular work and learning beyond the classroom are essential and valued aspects of our provision.

Teaching and Learning at St Martins is based around the following Learning Principles;

**1. Begin each lesson with a short review of previous learning**

*Repeated review will strengthen previous learning and can lead to fluent recall*

- Core Questions, Quizzes, Key Vocab, Correcting Homework

**2. Present new material in small steps with student practice after each step**

*Only present small amounts of new material at any one time, and then assist students as they practice this material*

- Break to apply, Review Points, Practice and Build, 80-20 principle

**3. Give clear and detailed instructions and explanations**

*Clear instructions help to reduce cognitive overload and allows students to focus on learning the knowledge and skills*

- Expert Explanation, Checklists, Chunk the Challenge, Success Criteria

**4. Ask a large number of questions and check responses from as many students as possible**

*Questions help students practice new information and connect new material to their prior learning*

- PPPB, No Hands Up, Counting Hands, Mini Whiteboards, Think – Pair - Share

**5. Provide models**

*Models and worked examples can help students learn to solve problems faster*

- WAGOLs, Thinking Aloud, Visualiser, Demonstrations, Knowledge Organisers, Worked Examples

**6. Provide scaffolds for difficult tasks**

*Temporary supports allow students to access the learning, and can be removed as they become more fluent*

- Writing Frames, Sentence Starters, Cloze Activities

**7. Give time for, and monitor, independent practice**

*Students need extensive, successful independent practice for skills and knowledge to become Independent*

- Overlearning Activities, Exam Questions, Core Questions, Extended Writing

**8. Live and Deep Marking is used effectively**

*Student misconceptions need to be addressed. If students do not have the opportunity to reflect and respond to feedback, it is meaningless.*

- Circulate the Room, SPAG checks, Peer Assessment, Next Step



### **Teaching and Learning – Support for Staff**

**Microsoft Teams CPD Page:** All teaching staff have access to the Microsoft Teams CPD page, which contains presentations and materials from all CPD sessions, useful resources and information and the opportunity for staff to share best practice. It is also used as a space for staff to ask for support or ideas from one another.

The “Teacher WalkThrus” Presentations provide step by step ideas of how to implement our Learning Principles in the classroom. Hard copies of the ‘WalkThrus’ and Tom Sherrington’s ‘Application of Rosenshine’s principles’, as well as original research by Rosenshine are all available in the CPD library for teachers’ own development.

**Teaching and Learning Files:** All teaching staff have been provided with a Teaching & Learning file. They include; Curriculum information, Annotated Seating Plans, Individual Class Support documents (SEND), Raising Attainment Plans or equivalent use of data.

The Teaching and Learning file are an integral part of every teacher’s planning, they are used on a daily basis to ensure targeted support is given to relevant pupils within each group.

**CPD Programme:** The CPD programme is based upon identified areas of need from teacher’s own self-evaluation. Each half term has a ‘Learning Focus’ and all CPD sessions and monitoring activities will link to that specific area of focus. Each year, the area of focus will change based up staff evaluations of their own practice, and areas of whole school focus identified in the School Evaluation Form.

**The National College:** All members of teaching staff have a subscription with The National College, giving them access to a wide range of online CPD and materials. Teachers will be referred to certain aspects as part of the continual improvement programme, but can also access the content for their own person development.



## Assessment and Feedback at St Martins

***“Feedback functions formatively only if the information fed back to the learner is used by the learner in improving performance”***

At St. Martins School we believe marking needs to provide constructive feedback to every pupil, focusing on the success but also the next steps pupils' need to make progress and become Global Citizens. Our assessments and feedback enable children to become reflective learners, helping them close the gap between current and desired performance.

The marking framework should be seen as part of the cycle of effective assessment.

**Our marking is most effective when it is:**

- Simple and address the child
- Appropriate to age and ability
- Helps pupils know what they have done well against learning objectives and success criteria
- Clearly shows how to improve or next steps
- Requires the pupils to improve during 'Fix it Time'
- Supports self and peer assessment

Every pupil needs to understand their current attainment, their target and exactly what they need to do to improve.

**Types of feedback at St. Martins can include:**

- Self/peer assessment
- Live in-lesson marking and verbal feedback
- Deep marking with specific next steps for improvement
- Summative exams

**Deep Marking:** Deep marking tasks are carefully designed by the teacher at appropriate points in the curriculum to assess pupils' current knowledge and understanding and support their progress moving forward. Written comments will provide direct instruction to ensure the pupils understand the 'Next Steps' in their learning. Deep marking should always include an opportunity for the pupil to use the feedback given to develop their learning on a future task.

**Deep marking should include:**

- A focus on the presentation pledge
- a mark or grade to indicate the standard of the piece of work (if appropriate) and if this is on target
- next step comment(s) which can be used to improve the work during 'Fix it Time'

**Live Marking:** Formative assessment which takes place throughout every lesson, picking up misconceptions and progressing learning with accurate strategies for moving forward.

**Live marking could include:**

- Questioning
- Whole Class Feedback
- Show me boards
- Think – pair – share
- Low stakes quizzes
- Core questions
- Retrieval practice
- Circulating the room and observing pupils' work

***Each book will have a copy of our marking framework and the presentation pledge.***

You must:

- Underline the date
- Underline the title
- ✓ Check spelling, punctuation and grammar
- Write in **black** or **blue** pen

(unless you've been given permission to use a different colour)

- Use a  pencil and ruler  for pictures and diagrams

- Make improvements to your answers using the next steps
- Always have the right equipment with you:

1. Pen(s)
2. Pencil
3. Pencil sharpener
4. Rubber
5. Ruler
6. Glue
7. Coloured pencils/pens
8. Highlighters
9. Whiteboard pen
10. Calculator
11. Compass
12. Protractor





**Marking Frameworks:**

Reception, Year 1 and Year 2	
Code	Meaning
<b>G</b>	Learning Objective fully met. Ext. may be given.
<b>O</b>	Learning Objective nearly met. Next steps or verbal feedback will be given
<b>R</b>	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by colouring one, two or three faces.	

Years 3 - 6	
Code	Meaning
<b>LO</b>	Learning Objective fully met. Ext. may be given.
<b>LO</b>	Learning Objective nearly met. Next steps or verbal feedback will be given.
<b>LO</b>	Part way to achieving the Learning Objective. Next steps or verbal feedback will be given
Pupils will also have the opportunity to self-assess their work by using: Red = I could do better with this, Orange = I need more practise with this, Green = I was really good at this	

**Other Codes:**

Code	Meaning
V	Verbal feedback given
Ext.	Extension task
HP	House Point
Aa	Capital letter(s) needed
Sp ,G, P	Spelling, grammar, punctuation error
●	Full stops
fs	Finger spaces needed





Secondary (non-subject specific) marking frame

My **target grade** for the end of this year is: \_\_\_\_\_

Currently I am **above, on** or **below** target:

**AUT:** \_\_\_\_\_ **SPR:** \_\_\_\_\_ **SUM:** \_\_\_\_\_

**Progress** – Teachers will mark your work with either

**T+** Above target - if this standard of work continues you should exceed your target

**T** On target - If this standard of work continues you should achieve your target

**T-** Below Target – If this standard of work continues you will not meet your target

**Attitude to Learning**

Your attitude to learning in lessons and how hard you try to complete your work will be tracked and reported to your parents:

**1** Excellent **2** Good **3** Requires Improvement **4** Unsatisfactory **5** Significant cause for concern

**AUT:** \_\_\_\_\_ **SPR:** \_\_\_\_\_ **SUM:** \_\_\_\_\_

**How do I improve my work? Next steps**

Following an assessed piece of work, your teacher will give you subject specific targets to improve. These are key to helping you understand what you need to do to improve your current working grade. You will be given time to make improvements based on your next steps.

**Literacy**

Errors with your spelling, punctuation or grammar will be highlighted using the following codes:

**S** Spelling

**P** Punctuation

**G** Grammar



### Continual Improvement at St Martins

***“Every teacher can improve, not because they are not good enough, but because they can be even better”***

All members of staff at St Martins are committed to continually improving their practice to ensure that all pupils are supported to have the best chance of being successful. As part of this, all staff agree to;

- Engage fully in all CPD sessions and staff meeting time, that are planned into Directed Time
- Plan engaging and purposeful lessons that stretch and challenge learners of all abilities
- Support the Monitoring cycle and have an active discussion around feedback from peers
- Carry out their own personal or professional development with the support (financial if required) from the school

#### CPD

CPD sessions will be delivered during PD days, and on designated twilight sessions where PD have been disaggregated. CPD sessions may be delivered by internal or external staff, and will focus on key areas of the School Improvement Plan, with content agreed by the Senior Leadership Team. CPD is targeted and personalised for teaching staff, LSA's and all other members of staff.

CPD sessions will be planned into the school calendar, and only changed under exceptional circumstances.

The CPD library will continue to be updated with relevant literature that can be used to support staff in their own CPD.

#### Monitoring Cycle

All members of teaching staff will be part of the monitoring cycle, with all aspects being supportive, developmental and non-judgemental. Where possible, feedback will be given either verbally or via email within 24 hours. All staff are entitled to a meeting to discuss feedback from any form of monitoring.

The annual monitoring cycle should include:

- 2 x 40 minute lesson observation – to be completed by the Subject Leader or a Member of SLT.
- 4 x 10 minute subject drop-ins – to be completed by the Subject Leader or a member of SLT, with a common area of focus across the whole school. Feedback will be given as a department overview to the Subject Leader, staff can ask for individual feedback if they wish. Staff can ask to opt out of any of the subject drop-ins should they so wish.
- 5 x book look – to be completed by the Subject Leader or a member of SLT, focussing on a different selection of pupils each time.

Written feedback can be requested from any form of monitoring to be used to support the performance management process.

#### Meeting Time

Thursday afternoon 3:30pm – 4:30pm is directed time for school meetings. The meeting cycle will be planned in advance, but will be reviewed each half term and staff are encouraged to speak to SLT if they feel changes should be made. Agendas should be shared by each meeting lead, and minutes sent to SLT. Where areas of higher than normal staff workload are present (such as marking mock exams) meetings may be given over for individual planning and marking time.



CPD Offer at St Martins

Learning Focus	PD session Choice	Learning Walks
Performance Management	N/A	Core standards and Expectations
Stretch and Challenge	Knowledge organisers Models and WAGOLLS Promoting independence Deploying an LSA effectively Developing Oracy Challenging the autistic pupil	<b>PM</b> – Stretch & Challenge
Closing the Gaps	Scaffolding and differentiation Using data to plan Strategies for SEND progress Strategies for PP progress Supporting SEMH attainment Supporting EAL learners	Scaffolding Use of in class support Progress of specific pupil groups
Engaging all Learners	Dialogic teaching Pupil teacher ratio Planning for SEND & anxious pupils Disengaged pupils Resilience	Questioning Pupil teacher ratio Engagement in tasks
Positive Learning Environment	Dealing with LLD Creating classroom routines Positive language Supporting positivity with SeL pupils Avoiding confrontation	Low level disruption Positive learning behaviours
Feedback	Questioning techniques The features of live marking Gateway questions and Threshold concepts Deep Marking BLANK questioning for autistic pupils	<b>PM</b> - Golden Knowledge