



Our Curriculum at Phoenix St. Peter Academy

Intent

At Phoenix St. Peter Academy, we passionately believe that all children should have a broad, balanced and progressive curriculum, which provides a wide range of experiences and enjoyment of learning. Our curriculum is coherently sequenced from Early Years to Year 6, to ensure that there is progress, challenge, depth and rigour for children in what they are learning. Our curriculum is ambitious for all children, particularly the most disadvantaged or those with learning difference (e.g. SEND, disabilities), as we meet their needs to achieve this. Our curriculum develops intellectual curiosity, a pleasure in learning new concepts while building on prior knowledge and skills. Our curriculum equips children with the cultural capital to be confident, well-educated and prepared for the future.

Our core values of: Aspiration, Courage, Creativity and Kindness are embedded in our work.

- 1. Like you, we have high aspirations of all our children, expecting them to make good progress and to fulfil their potential.*
- 2. Learning is a lifelong process, it involves making mistakes, disappointments and having the courage to keep going. We create opportunities for children to build up their resilience and confidence.*
- 3. Children are offered a rich curriculum including specialist music lessons, modern foreign languages, P.E. and Yoga (plus of course Art and D.T.) so they can develop, enjoy and explore their creativity.*
- 4. Kindness and being responsible is a value which we model and reinforce every day, so children are prepared to be good future citizens of our community.*

Implementation

Across Early Years (EYFS), and Key Stages 1 and 2, our curriculum is planned to routinely and consistently include discrete, specialist lessons that cumulatively build and develop key knowledge and skills. We ensure that we have adapted and added to the National Curriculum with a local context of visits and visitors and projects at home. For example, in Years 3 and 4, children have a focus on the local History and Geography of Lowestoft, so that they have a deeper understanding of the community in which they live.

British Values

As a school, we teach children to respect rules and laws. In our day-to-day school ethos, children and adults model mutual respect of one another. In their learning and play, children are given appropriate choices, so they experience liberty, personal choices and responsibility. Through assemblies, R.E. and the wider curriculum, children learn about faiths and beliefs but also the importance of respecting and tolerating difference. We also model and create an ethos where prejudice in any form, racism and radicalisation are unacceptable and rejected. Within our school, children are involved in decision making, for example School Council and begin to experience the democratic decision-making process.

Reading

Throughout the school (from Reception onwards), we promote a love and enjoyment of reading throughout our curriculum. Phonics is systematically taught each day through the RWI (Read, Write, Inc.) programme and we sequence development of fluency, independence and confidence in reading. Our staff model enjoyment of reading in all year groups and we model and share reading and phonics strategies with parents/carers in EYFS/Key Stage 1. Love of Reading, where adults read a book to their class, happens regularly across the week in all classes. Reading is prioritised to allow children to access the full curriculum.

Vocabulary

Through our writing system and provision of high-quality reading texts, our children are exposed to, and encounter, a rich and broad variety of higher-level and complex vocabulary across the curriculum. Structure and word analysis provide the children with a secure understanding of the meaning of words across different genres. The explicit teaching of vocabulary provides children with the knowledge they will need for future learning and the next stages in their education.

Impact

Our assessment system assesses the children's knowledge and understanding of what they have been taught. Children's attainment and progress is assessed using formative and summative data.

Just as importantly, our children also achieve well in other aspects of our curriculum and Personal Development: winning local sports tournaments, winning arts competitions, performing at the local Marina Theatre, raising large sums of money for national charities and volunteering for leadership roles.

Visitors to our school regularly feed-back that they are impressed with our children's conduct, confidence and articulacy. Our children and parents/families feed-back that they are well prepared for the challenges and opportunities of high school. Routinely, ex-pupils ask to come back for work experience.