



## National Curriculum Rationale 2019

### Definition

The National Curriculum defines the programmes of study for key subjects in maintained / state primary and secondary schools in England (Scotland, Wales and Northern Ireland have their own equivalents). Fundamentally, it sets out what your child is supposed to learn, and when. A new version was introduced in September 2014. Academies, free schools and independent schools do not have to follow the curriculum.

### Changes for Challenge

The Government's view was that the old curriculum wasn't sufficiently challenging. The new curriculum has been developed partly by comparing England's curriculum to those in other countries. The Department of Education has combined the best elements of what is taught in the world's most successful school systems, including Hong Kong, Massachusetts, Singapore and Finland, with some of the most impressive [existing] practice from schools in England.

The Curriculum is organised in such a way so that children will re-visit many areas of learning during their four years here, reinforcing and building on prior learning, while still keeping the learning experience fresh and interesting.

### Subjects

As a framework, the School uses the National Curriculum 2014 document ensuring appropriate coverage of the programmes of study for each statutory subject is reinforced by the rigorous acquiring of skills in each area.

The National Curriculum consists of three core subjects, English, Maths and Science. However, there is a strong focus on foundation subjects such as PE, PSHE and Languages that are taught on a weekly basis throughout each term. Other subjects such as history, geography, art and design, design and technology, computing, music and RSE are blocked into units of work that are then delivered at various times of the year. RE follows Gloucestershire's agreed syllabus Gloucestershire Agreed Syllabus for RE 2017–2022 and is taught on a weekly basis throughout each term.



## Cross Curricular Links

The school's curriculum leader has an overview of coverage and progression, and with the support of staff with expertise in the range of subjects taught, monitors and evaluates provision, standards, progress and attainment.

The curriculum overviews designed by the leadership team ensure that meaningful and appropriate links are made between subjects, but not at the expense of quality of learning in the individual subject. Care has been taken to allow for flexibility in response to local or global issues, and staff strengths and interests. Moreover, the extensive physical resources the school has are utilised to create learning journeys for our children that will, in the words of our vision statement ensure each child in our care is 'life ready'.

Throughout the school week, opportunities are sought to enhance the children's spiritual, moral, cultural, mental and physical development. These are supported by the PSHE (Personal, Social, Health and Economic Education) sessions that feature in each year group. In doing so, the school's aim is to ensure pupils are aware of the history and values of Britain, and prepares pupils well for life in modern Britain.

## St White's School Curriculum Vision

Here at St White's School, we have crafted a highly integrated curriculum that reflects the changes to the new National Curriculum but most importantly maintains the children at the heart of the work that we do. The result is that the school has created a bold, inspiring, relevant and dynamic approach to learning that responds to the needs of our pupils. It not only teaches them the skills to thrive but also ensures that they have a secure knowledge and understanding of the 21st Century world that they living and growing up in.

Underpinning all of this are the four key learning values of Challenge, Commit, Conquer and Celebrate, designed to encourage the children to develop effective learning behaviours for life and personal resilience.



## Reforms

In 2017, the government announced improvements to the primary curriculum assessment system. The government published its plans to create a stable and proportionate primary assessment system for the long-term. The changes have been designed to support teachers to ensure that children have the necessary skills and knowledge they need to go on to succeed at secondary school and in later life.

The reforms include:

- Improve the way that writing is assessed, so that teachers have more scope to use their professional judgment when assessing pupil performance
- Introduce a new assessment at the start of reception from September 2020 to act as the start point for measuring progress, so we can give schools credit for the progress they help pupils make in reception, year one and year two
- Remove the statutory status of end-of-key stage 1 assessments at the earliest possible point, from the 2022 to 2023 academic year, once the reception baseline is fully established
- Reduce burdens for teachers by removing the requirement to carry out statutory teacher assessments in English reading and mathematics at the end of key stage 2 from the 2018 to 2019 academic year onwards
- Improve the early years foundation stage profile, including revising the Early Learning Goals to make them clearer and align them more closely with teaching in key stage 1
- Introduce an online multiplication tables check, to be taken by pupils at the end of year 4, from the 2019 to 2020 academic year onwards