St George's CE Primary School

Curriculum Statement 2025

Vision and Ethos

At St George's CE Primary School, our vision—"Living life in all its fullness" (John 10:10)—underpins everything we do. Rooted in our Christian values of compassion, love, truthfulness, thankfulness, forgiveness, and hope, we aim to nurture curious, resilient, and confident learners who flourish academically, socially, and spiritually. We want every child to experience joy in learning, develop a strong sense of self, and contribute positively to our community and God's world.

Intent

Our curriculum is ambitious for all and designed to ensure that every child:
• Achieves well across all subjects through high-quality teaching and rich, connected learning experiences.
• Develops secure knowledge and transferable skills that prepare them for the next stage of education and life beyond primary school.
• Grows as a compassionate, reflective citizen who understands diversity, democracy, and their role in shaping a better future.
• Experiences a broad range of enrichment opportunities—through the 50 Things Passport, Eco Group, School Council, Forest School, collective worship, and community partnerships—to extend learning beyond the classroom.

Our curriculum builds from the EYFS through to Year 6 using clear progression in knowledge and skills. It draws on the local context of Westhoughton, linking learning to our community and the wider world.

Implementation

To deliver this intent, we:
• Provide a well-sequenced, knowledge-rich curriculum underpinned by progression maps and subject leadership monitoring.
• Ensure reading is at the heart of learning through Supersonic Phonics Friends, whole-class reading, class novels and a language-rich environment that promotes vocabulary and a love of books.
• Teach mathematics mastery using White Rose Maths with fluency, reasoning and problem-solving embedded daily.
• Deliver high-quality teaching and adaptive practice supported by Embedding Formative Assessment strategies, collaborative CPD and precise interventions for SEND and disadvantaged pupils.
• Provide inclusive, calm learning environments ensuring all children including those with SEND thrive through effective deployment of staff, guidance from our SENCo and partnership with external specialists.
• Encourage pupil voice and independence through enquiry, discussion and leadership opportunities across the curriculum.
• Enrich the curriculum through educational visits, visitors, clubs, theme weeks, arts and culture projects and outdoor learning experiences.

The curriculum is regularly reviewed through our monitoring cycle and subject leader networks. Feedback from pupils, staff and governors informs ongoing refinement to ensure the curriculum remains ambitious, inclusive and responsive to our community.

Technology is used purposefully to enhance learning, assessment and inclusion. Through our Digital Strategy 2025–2028, pupils use Chromebooks, iPads and Google Classroom to collaborate, reflect and demonstrate understanding across the curriculum.

At St George's, assessment is purposeful, proportionate and integral to effective teaching and learning. Teachers use assessment to identify what pupils know, understand and can do and to plan what they need to learn next.

• Ongoing formative assessment is used daily to check understanding, address misconceptions and adapt teaching in real time.
• Summative assessment at key points in each term helps track progress against curriculum end points and national expectations ensuring early intervention for pupils at risk of falling behind.
• Subject leaders and senior leaders monitor assessment information to evaluate the effectiveness of teaching and curriculum implementation identifying strengths and areas for development.
• Assessment in EYFS is based on careful observation and dialogue ensuring all children make strong progress from their individual starting points.
• Feedback—verbal, written or through self and peer assessment—focuses on helping pupils improve and deepen understanding rather than simply correcting errors.
• We are mindful of staff workload and follow a balanced approach to assessment ensuring it provides meaningful insight without unnecessary data collection.

Assessment outcomes are used in professional dialogue with subject leaders and teachers to evaluate the impact of teaching and inform next steps in curriculum design.

Assessment at St George's enables teachers and leaders to make informed decisions ensuring all pupils including those with SEND and disadvantaged backgrounds achieve their best and build securely on prior learning.

Impact

We measure the impact of our curriculum through:
• Rigorous monitoring of teaching, learning, and assessment by subject leaders and SLT.
• Clear evidence of pupils knowing more, remembering more, and applying their learning across contexts.
• Pupil outcomes against national expectations and show sustained progress for all groups.
• Confident, articulate learners who demonstrate Christian and British values in their relationships and choices.
• Positive feedback from pupil and parent surveys evidencing enjoyment, engagement, and pride in achievement.

Our children leave St George's equipped with strong foundations in knowledge, skills, and character—ready to embrace secondary education and live life in all its fullness in 21st Century Britain.

Enrichment and Entitlement

Every child at St George's is entitled to a wide range of experiences designed to broaden horizons and build cultural capital, including:
• Educational visits and residentials
• Forest School and outdoor learning
• Specialist curriculum days and theme weeks
• Community and church partnerships
• Arts, music, and sporting events
• Leadership opportunities such as Head Students, prefects, School Council, Eco Leaders, and Sports Captains

These experiences develop confidence, resilience, and belonging, ensuring learning extends beyond the classroom.

Our Pedagogy

We believe children learn best when teaching:
• Excites curiosity and sustains engagement.
• Builds on prior knowledge and connects ideas across subjects.
• Encourages reflection, reasoning, and creativity.
• Fosters independence and self-regulation through effective feedback and dialogue.

Our teaching model reflects current research and professional learning, including EEF evidence-informed practice and NPQ-aligned leadership development.

Well-Being and Character
Well-being and character education are interwoven through our curriculum. Guided by the Five Ways to Well-Being, our pupils learn to:
• Look after their mental and physical health.
• Build positive relationships and empathy.
• Show thankfulness and service to others.
• Reflect on faith, purpose, and the wonder of creation.

Through collective worship, PSHE, and our Living Our Values programme, children grow spiritually and morally while understanding life in modern Britain.