

# OUR CURRICULUM

## St. Mary's Catholic Primary School



### Curriculum Intent Statement:

Our Aims are to give our children the best learning through:

- Providing a broad and balanced curriculum which is challenging, exciting, dynamic, fun and relevant and designed to develop their inquisitiveness, determination, motivation, resourcefulness and resilience.
- Promoting a life-long love of reading, in order to develop each child's bank of rich vocabulary, knowledge and creativity.
- Providing a Catholic Christian education based on the life and teaching of Jesus, in which Gospel values underpin all aspects of school life;
- Building up children's confidence and motivation to discover and nurture their strengths and talents.
- Providing opportunities to apply knowledge and learning in practical ways.
- Providing a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum.
- Valuing and embracing our locality, with its variety and colour.
- Providing enrichment opportunities where learning and teaching can take place beyond the classroom.
- Developing social skills that will help children become more active members of the school community and beyond.
- Developing confidence in working both independently and collaboratively as part of a team.
- Providing opportunities, experiences and 'cultural capital', embedding key knowledge, vocabulary and experiences throughout school and embedding key skills in order to prepare children to achieve their highest aspirations in real-life and everyday situations.

### Curriculum Implementation Statement:

Each class teacher is responsible for the delivery of much of the curriculum through a 'topic based' approach, which incorporates key skills as set out in the National Curriculum and in our own year group skills statements. Although links can be made with all subjects, the following subjects are mostly taught as dedicated, discrete sessions:

- **Maths** – Maths skills are key to developing everyday skills although links can be made to the curriculum through data handling, position, measure, especially in Science, DT and Geography.
- **English** – Phonics, Vocabulary, Grammar and Punctuation, Reading, Writing and Spelling are taught as discrete subjects as they build up essential basic skills.
- **Science**
- **PE and Swimming**
- **MFL – Spanish** We develop our language acquisition as we progress through KS2
- **Computing**
- **Music**
- **PSHE**

As a Catholic School, we follow the Diocesan Scheme, 'Learning and Growing as the People of God' in order to teach RE. This is taught as discrete lessons, but living our Faith is lived out in all that we do and opportunities for enriching this in all areas of learning are embedded into our wider curriculum.

Teaching staff are encouraged to broaden the experience of the topics for the children through off-site visits, visitors into school and shared experiences of the wider school community, eg, involvement with parents and school links etc. We aim always to build 'memorable moments' into our teaching and learning.

We plant the seeds of learning to nurture, develop and grow every child so that, through God's love they *can* achieve.

# OUR CURRICULUM OFFER

What is the body of knowledge and skills which will form the extent of the curriculum?							
English and Maths Knowledge & skills		Subject specific knowledge and wider Curriculum skills		Personal skills		Values	
Content: National Curriculum/EYFS Curriculum		Content: National Curriculum/ EYFS Curriculum		Taught throughout the curriculum and reinforced by all staff: Catholic Values; also Diocesan Virtues and Values			
Reading/ Phonics	Number	Religious Education		Leadership	Resilience/ perseverance	Tolerance	Honesty
Writing	Calculation/ Algebra	Science	Music	Self-reliance	Team work	Generosity	Self-respect
SPaG	Reasoning	History and Geography, including local studies		Independence	Pride	Self-worth	Joy
Presentation of Work	Data Handling/ Statistics	MFL (Spanish)	Computing	e-safety, personal safety and health	Awareness of self and others	Charity	Respect for Others and Oneself
Handwriting	Fractions, Decimals and Percentages	PE	PSHE (Ten Ten)	Thinking skills	Commitment	Courage	<b>British values</b> Taught through the wider curriculum; School Rights and Responsibilities  British Values promoted through discrete teaching and learning, but also through our wider curriculum, for example, topic work, PSHE and RE.
Listening and Attention	Geometry Measurement	Art/ Design	Design and Technology	Developing a variety of learning styles		Developing a variety of learning styles  Intrinsic to the wider curriculum  Pupil Leadership Roles: School Council, Prayer Leaders, Eco Council, Play Leaders	
Speaking with Confidence and Purpose		Focus on Our Lady, especially during May and October; Collective Worship; focus on the Liturgical Calendar					
<b>Extra-Curricular Provision</b>		Clubs and activities, Educational trips and visits, residential visits, workshops, themed weeks, Cluster and MAC sports events and activities					
<b>Enrichment</b>		E.g. Young Voices, MAC and cluster events, themed weeks (with PTFA support), Educational trips and visits The importance of our outdoor environment for teaching, learning and overall wellbeing.					

How will the curriculum be designed, organised and delivered?			
Subject Expertise	Thematic learning	National Curriculum coverage	Skills and knowledge
All class teachers responsible for teaching all subjects, with some specialisms used for PPA cover teaching, e.g. RE, PE, Music, Art and Design	RE, English, Maths, Science, PE, MFL, computing, Art/DT, humanities, music taught discretely, but also within themed curriculum. Subject specific skills are also taught discretely.	Half termly monitoring of timetables, ensuring full, balanced curriculum coverage; blocking work; themed weeks/days, external visitors	Skills and knowledge teaching are built into our curriculum, through day to day teaching and learning

**What is the timetable going to look like?**  
 10% of taught time is allocated to RE; 2 hours to PE (both subjects taught in 2 lessons of equal length), commitment to teaching English and Maths daily, and in a cross-curricular way, some 'blocking' of other subjects, to ensure optimum learning opportunities across each term, including through themed days/weeks. Flexibility built-in to allow for sporting and other opportunities.

How will we ensure curriculum and skills progression?			
Progression of age-appropriate skills in English and Maths	Progression of non-core Subject Skills	Personal skills developed by role models & expectations	Values – taught & developed through wider curriculum
Children are taught key age appropriate skills to help equip them for the following year – non-negotiables.	These are taught through the wider curriculum; skills audits carried out as part of curriculum monitoring/pupil interviewing	Resilience/Perseverance Commitment/independence Collaboration/Team work – Study of key characters in History, Science etc. taught through our curriculum Current events through year Mixed ability grouping/working collaboratively Sporting competitions, challenges, matches and tournaments, Y6-YR Buddy system Parent help encouraged for visits, activities	Catholic values (taught through RE, collective worship), Mass, Gospel values and virtues, charitable fundraising, British values taught through PSHE, assembly, and thematic units. To Live as Jesus Taught Us Certificate, End of year awards for Year 6 eg responsibility
Reinforcement/consolidation through revisiting key skills throughout the year		St. Mary's Houses: pupil leadership, working collaboratively for their Houses	

**How do we ensure that the curriculum meets the needs of all groups of pupils within the school?**

Disadvantaged Pupils		EAL	Boys/Girls
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<b>Higher, Middle, and Lower Attainers</b>	Narrowing achievement gap in Reading, Writing & Maths. Close tracking of all pupils and monitoring of work. Enrichment provision for more able disadvantaged. TA support, trips, reading/other resources for disadvantaged children, to ensure full access to curriculum. Additional lunchtime support. Y6 – responsibilities.	<b>SEND and vulnerable groups</b>		
Challenge, expectation, enrichment, for more able; differentiation' support strategies for LA/MA, booster groups/ interventions; times tables challenge;		Support provided through ongoing differentiation; 1-1, small group TLSA support for any vulnerable child; good links with external agencies and home; involvement of EWO when necessary	Teachers adapt work effectively for EAL children. TA support is given; mixed ability grouping for the wider curriculum.	Range of engaging texts for reading and catch-up to suit all genders

<b>How do we monitor and know the quality of teaching and learning within the curriculum?</b>			
<b>Teacher subject knowledge</b>	<b>Subject specialists:</b>	<b>Differentiation, match of work</b>	<b>Resources</b>
Observations of teaching and learning; book trawls, assessment data, conversations with teachers  Termly curriculum monitoring, including pupil interviews  Areas for development acted upon	Music, Art, Religious Education, Swimming	Questioning/ pace of learning Quality of pupils work & progress/ Displays of work. Observations of teaching and learning; subject/themed-specific learning walks, book trawls; moderation of work across the curriculum.	TA support. Resources used to enable high quality curriculum delivery and support. SEND resources purchased to meet the needs of individuals. CPD used to enable teachers to deliver an effective curriculum.

<b>How do we assess the impact of the curriculum on our pupils?</b>			
<b>Outcomes: English &amp; Maths</b>	<b>'Next year readiness'</b>	<b>Pupil attitudes to work</b>	<b>Pupils live out the values</b>
SATs and teacher assessment in Year 2 & 6; in-year ongoing assessments and teacher assessment throughout the school, pupil questionnaires, phonics screening, EYFS profile	Our aim is that the pupils progress to next year group with age-related & relevant key skills. Pupils are closely monitored for attainment and progress. Strategies put in place to close any gaps forming.	We strive to build confidence, independence, resilience, perseverance, self-sufficiency. Pride in their school and in their work.	Catholic values taught through their actions, attitudes and relationships. British Values embedded into our curriculum. Pupils' areas of responsibilities – School Council, Prayer Leaders, Eco Council, Play Leaders; Y6 positions of responsibility
<ul style="list-style-type: none"> <li>▪ <b>When pupils leave primary school are they 'secondary ready'</b>- the vast majority leave with relevant knowledge, skills, aptitudes, attitudes/ values; also social skills and good understanding of relationships and responsibilities Support package put in place for those children who might need an enhanced transition to their next school Consistently positive feedback from St. Benedict's; pupils taking on positions of responsibility in their new schools</li> <li>▪ <b>How, and what forms of assessment are used to move pupils' learning on and evaluate curriculum success?</b> Ongoing assessment, formative, daily; summative assessments; assessing through marking/feedback, pupil interviews</li> </ul>			

<b>Who is responsible for the curriculum, its review and evaluation, and its impact?</b>			
<b>Headteacher/Senior Leaders</b>	<b>Subject Leaders</b>	<b>Class Teachers</b>	<b>Local Governing Body:</b>
Design and organisation of the curriculum – meeting statutory requirements, whilst being both visionary, inspirational and engaging. Setting and QA of standards. Ongoing tracking, monitoring, moderating. Regular monitoring by SLT of RE, English and Maths work.	Planning – long term plans Subject skills progression Resources, Accountability for Monitoring of standards Review, evaluation & action planning for improvement. Leading CPD for colleagues	Subject knowledge, planning, organisation, delivery and evaluation. Ensuring challenge and differentiation Pace of learning; resources Pupil outcomes & achievement (acquisition of skills/knowledge across curriculum); maintaining interest by regular self-evaluation. Direction of support staff, voluntary helpers	Joint monitoring with SLT; Quality assurance; learning walks, book trawling; SLT reports to LGB
			<b>Pupils/Parents:</b> Pupil questionnaires Pupils' SEF Parents and Families Questionnaire

<b>Qu. 8: Does the curriculum ensure that most pupils leave the school independent, and with skills, knowledge and attitudes which prepare them well for their future lives – are they fully literate, numerate and articulate?</b>
Positive contribution made by pupils – willingness to volunteer, help, support others Positive feedback from Secondary Schools – pupils often chosen to take on positions of responsibility Rounded children- instilling confidence and self-assurance. They leave with good moral compass The majority leave with relevant knowledge, skills, aptitudes, attitudes/ values; also social skills and good understanding of relationships and responsibilities. They are literate, numerate and articulate.