



Intent

At St Cuthbert's we are committed to ensuring that children become the most effective learners that they can possibly be. We want children to **know more**, and **remember more**, so that they have every door open to them when they leave St Cuthbert's. Our curriculum at St Cuthbert's Catholic Primary School has been built around our vision of *Belonging*, *Believing* and *Being aspirational* with Jesus Christ at the centre of all that we do and all that we are. We are passionate about combining high standards with a broad, creative and fulfilling curriculum so everyone has the opportunity to grow and discover their own unique talents. All of the subjects and opportunities available to our children are guided by these principles. **Reading** will continue to be of the highest priority to ensure children can access the whole curriculum.

Belonging

At St Cuthbert's we belong to a community which encompasses mutual support, trust and respect. Children work together to share their ideas and to inspire each other to fulfil their potential. We belong to our local community in Stockton and our curriculum is enriched through our involvement with our local parks, theatres, sports groups, businesses, charities and places of worship. Whilst rooted in our local community, our curriculum covers the length and breadth of the world as children understand their place in our global community. This breadth of learning and knowledge encourages a sense of belonging to, and care for, the whole of creation.

Believing

We believe in the value and individual potential of every child and we are guided by our belief in the Gospel values and our Trust virtues. At St Cuthbert's we plan a comprehensive, cohesive curriculum which is designed to challenge all. Children will have the opportunity to imagine, question, reason, choose, observe, experience, explain, test, estimate, problem-solve, deduce, hypothesise, evaluate and record. Our expectation is that pupils will make good progress in all subjects but also develop a passion for lifelong learning, discovering their own unique strengths and talents through the opportunities that we provide. In addition to this, we make time to regularly discuss important and topical issues. In every classroom, we encourage open discussion, critical thinking and independent thought.

Being Aspirational

Our curriculum has been designed to develop pupils' spiritual, moral, social and cultural wellbeing, and promote a sound understanding of the fundamental British values of democracy, government, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Our curriculum aims to equip our children with the skills, attributes and values they need not only to flourish, but to become a force for good in society. Our curriculum ensures the children of St Cuthbert's know what the future can hold for everyone.

This vision underpins the teaching of every subject at St Cuthbert's Catholic Primary School. Our curriculum is designed to ensure that prior learning is built on and is sequential to ensure progression. All lessons have an element of retrieval which give the children the opportunity to recall previous learning and to strengthen their long-term memory. This allows children to build on foundations and their confidence.

Our vision of *Belonging*, *Believing*, *Being Aspirational* is interwoven through our curriculum and all of our interactions in school. We want to ensure that our pupils develop tolerance, respect, courtesy and consideration for others regardless of their age, gender, disability, culture or belief and are fully prepared for modern life. It is important for our curriculum to adapt to the needs and abilities of our children but it is, and will always be, anchored in our vision of ***Belonging, Believing, Being Aspirational***.

At St. Cuthbert's Catholic Primary School, we share a love of reading, which is one of the foundations of our curriculum. Rich texts are carefully chosen and enhance our children's learning, providing opportunities to harvest knowledge, experience the pleasure of reading, and escapism allowing them to 'be aspirational'. Our classrooms have dedicated reading areas which celebrate the diversity of books and represent protected characteristics. Children are directed to new and challenging reading materials to ensure a reading rich diet,



which they can enjoy. We understand the importance of building children's vocabulary; we achieve this through carefully chosen and ambitious shared texts, as well as the explicit teaching of new and ambitious words, relevant to learning. Subject-specific vocabulary is mapped across school and children use this in their independent work.

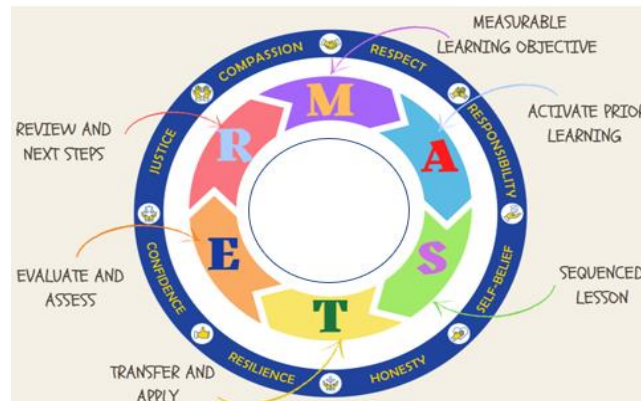
Our curriculum intent is that children leave St Cuthbert's Catholic Primary School **belonging** to our school community, **believing** in their potential and **being aspirational** for their future. They have the confidence and skills to make significant decisions through peer and self-reflection and high expectations of themselves, enabling them to increase their cultural capital and know about life beyond Stockton, and their place in the world.



Implementation

Our curriculum is carefully sequenced: progression documents clearly outline both the knowledge and skills developed in each area of study. Dedicated time for revisiting key knowledge is given in each lesson, and class teachers' planning allows time to recap previous learning in order to then build on knowledge and understanding in new, yet related, areas of study. Purposeful links are made across the curriculum, meaning that knowledge and understanding is consolidated.

We value the power of authentic experience; learning is brought to life and given relevance and meaning. At the heart of our collective teaching pedagogy lies evidence-informed practice. We use the 'MASTER' approach which is based upon the Rosenshine's principles of instruction.



Consistency of approach is a priority to us at St. Cuthbert's. What we teach across school will differ depending on the age of the children, but the methods and approaches to teaching are consistent across our school.

When planning for learning, we consider how learning has been defined in cognitive psychology as an alteration in long-term memory:

If nothing has altered in long-term memory, nothing has been learned. Progress, therefore, means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in pupils' minds, this gives rise to understanding. It is appropriate, therefore, to understand the way knowledge is stored as a complex, interconnected web or 'schema'. Where pupils lack prior knowledge, they may find it difficult to learn new knowledge or skills, because their short-term, working memory is likely to become temporarily overloaded. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress.

With this in mind, it is crucial that teaching regularly revisits and connects prior knowledge. This can strengthen the memory and contribute to greater fluency. Informed by Rosenshine, teaching is designed so that new material is delivered in small steps with models that guide student practice towards fluent, independent outcomes.

Adaptive Teaching

Teaching and learning at our school will take the backgrounds, needs and abilities of all pupils into account. We will scaffold learning to remove barriers to learning and cater to the needs of all of our pupils, including:

- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)
- Disadvantaged pupils
- Pupils that are more able



With the aim of personalising learning to match individual needs, scaffolding should be carefully planned. Before teachers consider how they will adapt the content, process and product of their schemes of work they must begin by knowing pupil starting points and readiness for learning. Learning activities need to be pitched at the appropriate level so that all types of learners can be supported, extended, challenged to achieve their full potential and become independent learners. By improving pupil performance, we can develop pupil's belief in their own competence and in turn their motivation to achieve.

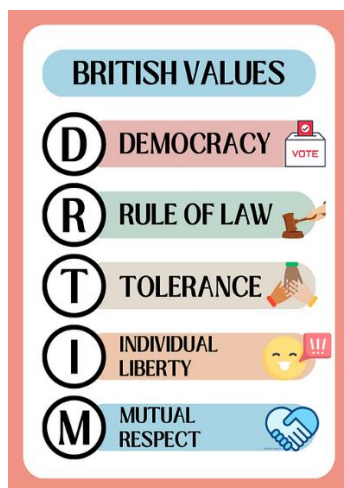
At St. Cuthbert's we see all teachers as SEND teachers. They work with our SEND co-ordinator (SENDCO), our pupils with SEND, and their parents to establish the appropriate level of material to support these pupils to make at least good progress. (See our SEN/SEND policy and information report, and statement of equality information.)

Character Education

Our **character virtues** of respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief, run through our curriculum and are designed to help children develop their sense of self and be ready to move with confidence onto their next chapter.



Fundamental British Values



The Fundamental British Values run through our curriculum and are designed to help children understand what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding to celebrate the diversity of the UK.



Impact

When pupils leave St Cuthbert's Catholic Primary School, we want them to know more, remember more and understand more about the world around them. We aim for all of our pupils to have a secure understanding of the academic content of the curriculum, as well as the understanding of how to be socially, morally, spiritually and culturally responsible and aware. They will be independent, resilient and confident learners, equipped with the knowledge and values needed to continue their learning journey at secondary school, and a love of learning which will stay with them as they progress in the future. Pupils will have a deep understanding of our school and trust values, and demonstrate these in their behaviour, attitude and actions towards others in their community. Our children will have the ability to ask questions, and apply their knowledge to think creatively and critically about what they have learnt, making links and connections which deepen their understanding. They will have a rich vocabulary, and be effective communicators who have the foundations to go on to be successful, life-long learners.

Belonging, Believing and Being Aspirational