



## Curriculum Policy

Date adopted: September 2020

Review date: February 2023

Staff responsible: SLT / Teaching

Governor responsible: Bianca Johnson

**We intend that our children will have a memorable experience that encourage and inspire them to achieve and exceed their potential by accessing a curriculum that is Inclusive, Diverse and Coherent.**

**Our curriculum for pupils from year 1 onwards builds on the excellent foundations of the EYFS and the core principles, which underpin the Characteristics of Effective Learning.**

**For each curriculum subject we have developed a clear rationale for our approach to teaching and learning. Curriculum maps that track progression and content support the curriculum rationales and have been designed to ensure full curriculum coverage that builds on knowledge and skills so that in each lesson and over time our children are able to know more, remember more and do more through the development of their skills. Our curriculum is constantly under review and evolving to meet the changing needs of our children their environment and the world they are growing up in.**

We define our curriculum as all the planned activities that St Mary's organises in order to promote learning, personal growth and development. Our core values of excellence, resilience, self-discipline, love, gratitude, tolerance and respect are at the centre of both our curriculum and our approach to behaviour and learning. St. Mary's values the enrichment activities which we believe equip pupils with the cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording within the national curriculum:

'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been taught and said and helping to engender an appreciation of human creativity and achievement.' (Ofsted school inspection handbook, 2019)

Our pupils are encouraged to develop this to help them prepare for the next stage of their learning (Key Stage 1 and 2 ready, and secondary ready) and beyond.

Our academic curriculum is based upon the formal requirements of the primary national curriculum for England which can be found here: [Department for Education, primary curriculum](#).

This policy has been formed as a result of a professional working party, parental feedback and pupil voice.

## **1.0 Intent**

The intent of this policy is to ensure that teaching and learning:

- Fulfils the formal requirements of the national curriculum
- Is ambitious and meet the needs and aspirations of all pupils - including those with SEND and those who are disadvantaged
- Ensures provision for monitoring and continual improvement
- Our curriculum is dynamic and responds to the needs of our pupils

Furthermore, it is our intention that we fully implement the statutory requirements of the national curriculum with rigor and challenge for all, to ensure our curriculum reflects the needs, strengths and interests of our pupils and community at St Mary's as follows:

- To promote the key importance of the core subjects in developing pupils' expertise in reading, writing and maths
  - To ensure a broad and balanced provision of all subjects within the national curriculum where each subject promotes reading and supports and enhances other subjects in a meaningful way
  - To facilitate pupils' acquisition of ideas, knowledge, skills and qualities of character to help them develop intellectually, emotionally, socially, physically and morally
  - To develop pupils' awareness of the world we live in and responsibilities they have as global citizens
- To provide extra-curricular activities that offer a range of enriching, enjoyable and challenging activities that support a healthy lifestyle including emotional health and mental well being

## **2.0 Implementation**

In order to implement the St Mary's curriculum, we recognise that reading must be prioritised to allow pupils to access the full curriculum offering. This is only achieved through a rigorous and sequential approach to reading: building upon early and secure phonic knowledge and language comprehension skills to ensure pupils have a firm foundation for future learning.

Teachers must ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary.

Core mathematics and reading skills are in evidence across the curriculum and not confined to subject-specific lessons.

### **2.1 Subject knowledge**

- Teachers have good knowledge of all subjects and are supported by a structure that includes subject-specific leaders who provide guidance and leadership for ongoing development
- Where appropriate and meaningful subjects are linked via themes helping to delivering a broad and balanced curriculum that fosters imagination, creativity, curiosity and investigation
- Subjects are linked sequentially to ensure cohesion and progression of knowledge, skills and understanding throughout the pupils' time at St Mary's
- Homework is planned to support weekly learning objectives
- Teachers are supported in continuing to develop their pedagogical skills via subject specific training during staff meetings, INSET days and, where appropriate, external training

## **2.2 Planning and cohesion**

- Planning for all subjects should be on the agreed template. Core subjects are planned for on a weekly basis covering 5 lessons a week and foundation subjects are planned for on a Medium Term Planning format
- All new learning starts with revisiting prior learning and children use KWL (what I already Know, What I want to find out, what I have Learnt) grids as they progress through new learning and from September 2022 the KWL grids will also be supported by learning journey progression maps in most foundation subjects
- All planning is differentiated and vulnerable groups are explicit on planning format
- Where deemed necessary by the Inclusion leader specific children may require individualised planning to accommodate their needs
- Planning is undertaken for all subjects and includes thinking and improvement time where pupils reflect upon their work and any feedback
- Planning includes opportunities for learning outside the classroom and should reference purposeful Cultural Capital where appropriate
- Teachers set high expectations to challenge pupils and deepen their knowledge and understanding, ensuring progress is made
- Teachers are ambitious in designing and planning the curriculum to match and exceed the curricular objectives for the needs of all pupils via appropriate levels of differentiation, including provision for children with SEND. Planning is considered across the school; subject leaders support this via their understanding of the curriculum across all year groups, ensuring knowledge is built upon year-on-year
- Subject leaders ensure that subjects are planned, cohesively sequenced and implemented from the experiences children gain in EYFS into Year 1 towards Year 6 and beyond

## **2.3 Implementation in practice (what makes our curriculum unique/ different from other schools'?)**

- Involves the systematic development of knowledge, with opportunities to experience broad and deep learning experiences, being able to access this equally regardless of personal needs or barriers to learning
- Requires pupils to think hard about what they are learning and respond with perseverance to feedback
- Requires pupils to take risks, to explore, to discuss, to reflect on ideas and make useful mistakes
- Is effective when pupils are motivated, resilient, free-thinking and enquiring learners with positive attitudes
- Requires pupils to take responsibility for becoming increasingly fluent, independent and interdependent
- Promotes the developing of collaborative working skills with adults and peers
- Builds on high self-esteem, a positive self-image and sense of identity and is enhanced through enriching relationships

## **2.4 Learning environment**

- Learning environments within and outside the classroom are focussed on pupils
- Teachers select teaching materials - including paper and electronic resources - which reflect St Mary's ambitious intentions for study and which support the planned curriculum
- Displays and Book Corners are appealing, support learning and provide cues for children to have a positive impact on learning and progress
- Displays reflect children's work and include some interactive elements to promote independent thinking - this may be through working walls

## **2.5 Formative assessment**

- The primary aim of formative assessment is for teachers to improve pupils' knowledge and understanding by identifying misconceptions, applying clear and direct feedback and adapting teaching and planning as necessary
- Summative assessment is used to monitor progression against the pupils' attainment at the previous Key Stage
- All other classroom practitioners work directly with the class teacher to support learning and to maintain a high quality learning environment

## **3.0 Impact**

- Pupils' work across the curriculum is of a consistently high quality
- Pupils know more, remember more and can do more as a result of their learning
- Standards are reflected in results from national tests and examinations that meet government expectations  
Preparation for transition to the next phase of learning (including from one year-group to another) is the responsibility of all teachers who ensure that pupils have the knowledge and skills needed to move confidently forward, applying existing knowledge to their future learning
- Teaching is focussed on the need of SEND and disadvantaged children to ensure all pupils are challenged, as such these children achieve exceptionally well

## **3.1 Summative assessment**

- Summative assessment is recorded termly using Target Tracker
- Summative judgements are based upon a range of evidence which includes: ongoing formative assessment; work scrutiny, monitoring and professional dialogue; moderation within year-group, phase and key stage; pupil conferencing and, where appropriate, formal assessment

## **3.2 Leadership and management**

The culture of the school is set by the Senior Leadership team and is supported by middle leaders, flowing through all staff. The inclusive and creative ethos of the school extends to

staff - as well as pupils - ensuring an empowered and engaged team. Expectations and ambitions are consistently high for all pupils (including those who are 'harder to reach' - SEND and pupil premium) and staff alike.

The Senior Leadership team are responsible for ongoing performance management via regular reviews and feedback to the school's governors, according to the published reporting rhythm of the school.

Subject leaders are responsible for performance-managing their subject.

Related policies: SEND and Inclusion; Marking and Feedback; Assessment; Behaviour  
Appendices:

## Statements of Curriculum Intent

Through the study of the different subjects of our curriculum St. Mary's children will be engaged in purposeful learning and experiences. Our curriculum is not only the statutory requirements as laid down in the National Curriculum but more challenging and diverse experiences, which reflect the ethos of our school. Our diverse school family and bespoke elements of learning achieved through drawing on local resources, both naturally occurring and part of the wider provisions available from both the Local Authority and private enterprise thus ensuring that our Cultural Capital is meaningful and centred on our children.

## Subject Statement of Intent

### English

Through the study of English, St Mary's children will develop a joy of reading. They will learn to express themselves clearly and with confidence - both orally and in writing - using standard English. They will develop the skill to listen to others and reflect upon their own ideas to become effective communicators.

### Mathematics

Through the study of mathematics, St. Mary's children will develop confidence and fluency in their understanding of concepts in order to reason and problem solve beyond the mathematics curriculum. They will become more prepared for the challenges presented in the world around them (for example in order to become financially literate).

### Science

Through the study of science, St. Mary's children will develop their experimental thinking and curiosity to investigate the world around them. They will become reflective thinkers who see links and patterns in a meaningful way.

### R.E.

Through the study of religious education, St Mary's children will become a visible disciple of Jesus - even when it is not easy. They will develop an understanding and respect for the beliefs of others.

### Art and Design

Through the study of art and design, St Mary's children will become expressive and experimental learners developing their creative and innovative skills.

### Design and Technology

Through the study of design and technology, St. Mary's children will use creativity and imagination to solve real and relevant problems enabling them to become resourceful, innovative, enterprising and capable citizens.

#### Geography

Through the study of geography, St Mary's children will have an understanding of the human and physical features of their local area and the wider world. They will be able to identify and name the countries and continents of the world, where to locate them and know how to care for it.

#### Computing/internet safety

Through the study of computing including internet safety, St. Mary's children will develop an understanding of how technology affects our lives; will become confident and competent with programming; will know how to use technology safely, including all mobile devices, and how to report unsafe activity or content appropriately including through CEOP.

#### History

Through the study of history, St. Mary's children will develop an understanding of the challenges faced in the past; how the world has changed and how, with knowledge, they can be empowered to shape their own future and that of others.

#### Languages

Through the study of languages, St Mary's children will develop tolerance and respect of other people and cultures and be able to communicate in another language. They will make links with their own mother tongue and additional languages.

#### Music

Through the study of music, St. Mary's children will understand that music is a form of expression that can represent different feeling emotions and narratives. They will learn that music is universal and has no boundaries. St. Mary's children will understand that music is deeply rooted in cultural identity; we will encourage them to listen and to appreciate all different forms of music.

#### Physical Education

Through the study of PE, St Mary's children will understand the importance of healthy living, fitness and know how their bodies work. They will also learn the value of teamwork and develop collaboration skills alongside positive decision making.

#### Relationships Education (RSE)

Through the study of RSE, St. Mary's children will develop a knowledge and understanding of respect for themselves and others, learning about healthy and safe relationships within the special context of the identity of our school.

#### Mental Health and Well Being

Through the study of Mental Health and Well Being, St. Mary's children will develop the knowledge and understanding to express their thoughts and feelings in a way that is safe and appropriate.



At St. Mary's we agree that we want our children to .....

- be the best that they can be; be confident and safe with technology; be decision makers;
- be flexible and experimental; be tolerant and respectful;
- be fit, healthy and make positive choices; be
- independent, reflective thinkers and learners; be an
- enthusiastic and curious learner;
- ▣ be polite, happy and kind; be a
- ▣ good communicator;
- ▣ be aware of the world around them and how to care for it; be
- confident and resilient;
- be emotionally robust and have an awareness of their own and others wellbeing and mental health; be prepared for challenge and
- embrace it; be ambassadors for our
- school; be a visible disciple of Jesus.
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