



## Curriculum Policy

Date adopted: March 2023

Review date: February 2026

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 and enables them to achieve the following aspirations that we have for them.

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

- Be flexible and experimental decision makers who are confident, tolerant and respectful to all;
  - Be fit, healthy and able to make positive choices;
- Be a good communicator who is polite, happy and empathetic towards others;
- Be emotionally resilient and aware of their own and other's wellbeing and mental health;
  - Enjoy and embrace challenge as independent, reflective thinkers and learners;
- Be local, national and global citizens who are aware of the world around them and how to care for it;
- Be ambassadors for our school and its community upholding and celebrating the cornerstone principles which underpin our curriculum;
  - Be an active and visible disciple of Jesus.

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](#). St. Mary’s has developed the curriculum overtime. Key principles which are central to our interactions with our pupils and stakeholders have evolved in response to our ever changing school community. The cornerstone principles of our curriculum are:

1. **Appreciation of Significant People** - through our curriculum we aim to develop pupils’ knowledge and understanding of the world. They learn about people from diverse backgrounds who shape it now, have shaped it in the past and who will shape it in the future. We aim to provide our pupils with significant role models linked to their curriculum learning to inspire them to be the very best version of themselves they can be.
2. **Understand, develop and contribute to community** - through our curriculum we aim to demonstrate the positive impact and enrichment cultural diversity has on all the communities to which we belong.
3. **Defend Equity, Equality and Social Justice** - through our curriculum we guide our pupils and give them the tools to promote Equality, Diversity and Inclusion for all; to challenge issues of prejudice and discrimination through positive values of democracy, the rule of law, individual liberty and mutual respect and tolerance for all.
4. **Understand Environmental Responsibility** - through our curriculum we help children to understand the impact their actions have on the natural world. We develop childrens’ understanding as global eco- friendly citizens who are aware of the impact of our actions on the natural world; we encourage them to follow the messages of Pope Francis and Laudato Si.

## 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 knowledge and skills. Children currently use KWL (what I already Know, What I want to find out, what I have Learnt) grids as

they progress through new learning; these grids will also be supported by learning journey progression maps in most foundation subjects.

- Our curriculum is designed to be responsive to the needs of our pupils and our teaching staff; from March 2023 Knowledge Organisers for foundation subjects will be phased in overtime and the KWL grids will gradually be replaced.
- Knowledge Organisers are designed to provide a snapshot of past and present learning within a topic and to provide reference points for our Cornerstone Principles, which underpin our curriculum.
- 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 that all pupils are supported in accessing a broad and balanced curriculum irrespective of their needs
- 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
- The English leader has ensured that a wide range of books that celebrate equality, diversity and inclusion are present in class reading corners across the school and the Inclusion leader has a library of books that celebrate equality, diversity and inclusion for all age groups.

## **2.5 Formative and Summative 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 previous assessments points such as previous term, year or key stage.
- From March 2023 the introduction of a Memory Challenge for Knowledge Retrieval at the end of foundation stage units of study will be introduced with the Knowledge Organiser.
- 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 FFTAspire and is informed by termly NFER assessments and DfE past papers. Writing evidence is assessed overtime by teachers.
- 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.



