

LONDON BOROUGH OF HAVERING



**ST. URSULA'S
CATHOLIC PRIMARY SCHOOL**

CURRICULUM POLICY

*"With God at the heart of our St Ursula's family, we welcome all as we
learn and grow together"*

Autumn 2025

School Curriculum Policy Statement

In partnership with the London Borough of Havering Education Authority and the Diocese of Brentwood we will:

Put Religious Education at the heart of our school curriculum in order to develop the Catholicism, spirituality and prayerfulness of our pupils.

Continue to raise education achievements as a vital key to improving the quality of life of our children and prepare them with the skills required to be independent and responsible citizens of the Twenty-First Century.

Foster a life-long love of creative learning and sustainability, through adopting a highly practical, skills, knowledge and cross-curricular based approach to learning. Making space for true depth of study with a flexible timetabling approach.

Continue to promote high expectations about educational standards and achievements, acknowledging and challenging disadvantage and discrimination in all forms.

Value the skills and talents of individuals and communities from all backgrounds. Developing a sense of community and belonging, contributing to our community and others through direct interaction.

Acknowledge specific individual needs and meet them as far as possible within available resources.

Provide wide and varied educational experiences, which are based on the National Curriculum. We will make learning more meaningful, through putting it into context and establishing cross-curricular links in our Creative Learning Curriculum (CLC) that is organised into integrated half-termly topics.

Values

Our school curriculum is underpinned by the values and ethos that we live out at our school. All pupils have equal access to the entire EYFS / Key Stage 1 & 2 curriculum, and when planning the curriculum, we will ensure that:

- It celebrates our Catholicity and identifies us as a Catholic school;
- It draws on and recognises the value of linguistic, religious, cultural and ethnic diversity particularly within our local community and that it presents positive images to our pupils;
- We look for opportunities for pupils to practise and develop their Numeracy and Literacy skills outside of English and Maths lessons;
- Our CLC covers Art, History, Geography, Design and technology, PSHE, SMSC, music and, where possible, links will also be made to other curriculum areas including PE, Science and Core subjects;
- It incorporates the use of ICT across the curriculum;
- We recognise the importance and impact of mental health on the children's development, and have implemented a new 'Bounce Back' programme across the whole school to support all pupils;
- Through challenge we cater for the needs of all pupils in mainstream classes;
- We are inclusive through recognising and planning for the needs of all pupils including those with SEND, EAL and Gifted & Talented pupils;

- We use available resources imaginatively and effectively to meet the individual needs of all pupils;
- We actively discourage and challenge the use of racial and personal abuse;
- We use a variety of teaching methods ensuring that children are able to learn and make progress through quality first teaching;
- Teaching assistants (TA) are used effectively to support the learning of individual children or particular groups.

Aims and Objectives

Our school curriculum provides our pupils with an education where expectations are high and enables them to develop the knowledge, understanding and skills identified in the National Curriculum.

The aims and objectives of our curriculum are:

- Pupils know what they are going to learn and why (Learning Objectives);
- Pupils know what they need to do to be successful (Success Criteria);
- Tasks are sufficiently open-ended to elicit a variety and depth of response to meet the needs and learning styles of all learners;
- Pupils are helped to assess their own learning and the learning of others (through self and peer evaluation and response partner work);
- Pupils are shown respect as learners and individuals;
- Pupils feel cared about, happy, secure, motivated and stimulated;
- Pupils have time to reflect and review their learning;
- Pupils have planned opportunities to develop their Literacy and Numeracy skills – adopting a ‘Mastery’ approach in Numeracy;
- Pupils have opportunities to develop an understanding of the significance of ICT and how it will affect their lives;
- Pupils experience a planned programme of social, spiritual, moral and cultural development, following the ‘Come and See’ programme;
- Pupils are able to speak about mental health and strategies that can help people in a positive way;
- Pupils receive timely, accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance in setting their own targets. Where possible this will be oral;
- Pupils have a record of curriculum achievements based on observation and discussion with them and their parents or carers and recorded in a way that is valuable for pupils, their families and their receiving schools;
- Pupils work in a learning environment that is safe, secure, exciting, stimulating, positive and clean;
- Pupils experience a variety of learning situations, both indoors and outdoors;
- Pupils participate in a variety of activities that enrich the curriculum, for example visits, residential experiences, performances, sports and Arts;
- An interesting and engaging curriculum to be supported through the use of a range of schemes of work;
- Opportunities for creative role play (drama) to support speaking and listening skills;
- Home-learning, for example reading, spelling and mental maths, on a regular basis, as well as imaginative tasks to engage pupils and their families in CLC (flipped-curriculum homework);
- Opportunities to learn to swim;
- Opportunities to learn a modern foreign language;
- Opportunities to learn to read music and play an instrument;
- Opportunities for ‘outdoor and adventurous learning activities’;

- Regular trips and visitors for all year groups (One residential trip in Year 6);
- Opportunities to lead prayers and take part in Mass at Church;
- Opportunities to take part in a performance e.g. class assemblies, concerts;
- To offer a wide range of extra-curricular activities such as sports clubs, creative clubs, homework clubs through after school clubs;
- Provide Spiritual guidance.

Inclusion

The staff of St Ursula's Catholic Primary School have high expectations for every pupil. The curriculum in our school is designed to provide access and opportunities for all children who attend the school. When we think it necessary to adapt the curriculum to meet the needs of individual children, we do so in consultation with SLT members and parents if needed. If a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Pupils with English as an additional language (EAL) are entitled to:

- An assessment of their needs to ensure specific planning by class teachers;
- A curriculum that supports their learning of the English language.

Pupils with special educational needs (SEN) are entitled to:

- An assessment of their needs including using pre-national curriculum assessment scales (P scales) to measure progress where these are appropriate;
- Development of the curriculum to meet their differing needs;
- Individual provision plans to support their progress;
- Additional support with lessons where possible;
- Additional resources to help with their learning;
- Additional meetings with parents/professionals to set targets review progress and generally work together.

St Ursula's has an inclusion space called St Joseph's. This space has been designed to provide a calm and quiet environment in which our pupils will be learning. The classroom has access to the sensory room and a breakout space that can be used for more active learning or movement breaks. There are a range of resources within St. Joseph's that will allow our pupils to develop their skills as well as giving opportunities for sensory input.

This space will provide our pupils with intervention in an environment more conducive to productive learning. A wide range of interventions will be completed whilst our SEND pupils work within St. Joseph's and they will have a daily circle time session to help develop key social skills in a relaxed environment. It is hoped that our pupils will be able to transfer the skills taught and practiced within St. Joseph's back to learning in their classroom environment

Organisation, planning and monitoring

At St Ursula's Catholic Primary School, we plan our curriculum in three phases - long, medium and short term. Our subject overviews highlight the long-term plans for our curriculum and indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and as subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. These subject overviews are available on the school website.

The medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, and to identify what resources and activities we are going to use in the lesson.

Planning is monitored by SLT on a termly basis, to ensure that planning is current, and used as a working document. MERs of pupils' books are carried out to ensure teaching and learning is outstanding. These are followed up by Governor monitoring of the outcomes. The Leadership Team and Subject Leaders also conduct Learning Walks to ensure there is a broad and balanced curriculum being delivered to the children.

Continuous provision

In EYFS & Year 1, resources and classroom/outside areas are laid out to provoke learning through play and exploration. Resources are freely accessible to the children in our classrooms during designated continuous provision time and remain the same throughout the school year. This allows us to offer our pupils a constant environment that is safe for them to explore whilst challenging their learning. Continuous provision allows our pupils the freedom to explore and become independent in making choices.

Theory behind teaching and learning (see Appendix 1)

For our Creative Learning Curriculum to be effective in preparing pupils for end of KS1 & KS2 Assessments, the staff of St. Ursula's Catholic Primary School agreed that Bloom's Taxonomy was the learning theory best suited to our CLC scheme of work. At St. Ursula's Catholic Primary School, Bloom's taxonomy is used as tool to classify and categorise different levels of learning in the CLC curriculum. Using the cognitive model ensures that:

- A common language is used by our teachers to discuss and plan for challenge in lessons;
- Lesson objectives are derived from the taxonomy, showing progression in challenge;
- We encourage higher level thinking by our students by building up from lower-level cognitive skills;
- We are mindful of the lesson objectives we have set and have a clear understanding of why we have specifically chosen them.

Assessment:

Staff at St. Ursula's understand that assessment is pivotal in supporting high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. To certify assessment is effectively used we ensure that:

- We regularly monitor and compare our school's national tests and exam results against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils' attainment further;
- We are aware of vulnerable pupil group attainment. We analyse pupils' performance and development strategies to address imbalances where they occur;
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress. With this information we set targets to challenge and improve pupils' attainment;
- Within the context of performance management, we:

- Regularly sample pupils' work and ensure we agree pupils' levels of attainment;
- Evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy;
- Ensure we develop our professional expertise in order to improve pupils' attainment.

Role of Governors:

The Governors of the school have established responsibilities and links with various areas of school life. The Curriculum and Pupil Related Matters Committee will monitor and evaluate learning and progress. The governors will ensure resources, teaching and learning are in accordance with the Equality and Diversity Act.

Role of Headteacher:

The Head Teacher will ensure that the Core Subjects and Creative Learning Curriculum are effective and have impact. The Headteacher will monitor learning and teaching and support teachers in purchasing resources and in their professional development, ensuring that it is in line with recent developments and the school's priorities. The Headteacher will seek to further strengthen links with the Parish (Church) so that the school and Parish are seen as one community.

Role of Class Teacher:

The class teacher's planning adopts appropriate learning styles that ensure that all groups of pupils make progress and attain at, or above expected standards. They will positively take part in professional development, seeking to further develop their knowledge and skills.

Role of parents and carers:

We value parents as the first and most important educators. We have regular parents' meetings to share information. In KS1 & KS2 we send home reports to parents each Term sharing targets and progress towards targets. Parents will ensure that their child attends school well prepared and daily. They will follow the school's systems and support the policies. Special meetings are arranged at particular times e.g. entry to school, preparation for end of KS1 & KS2 Assessments to enable parents to be more involved. In EYFS we provide termly focus child meetings for parents. The focus meetings give parents the opportunity to discuss their child's targets whilst looking at their work.



Signed: _____

Headteacher



Signed: _____

Governing Body

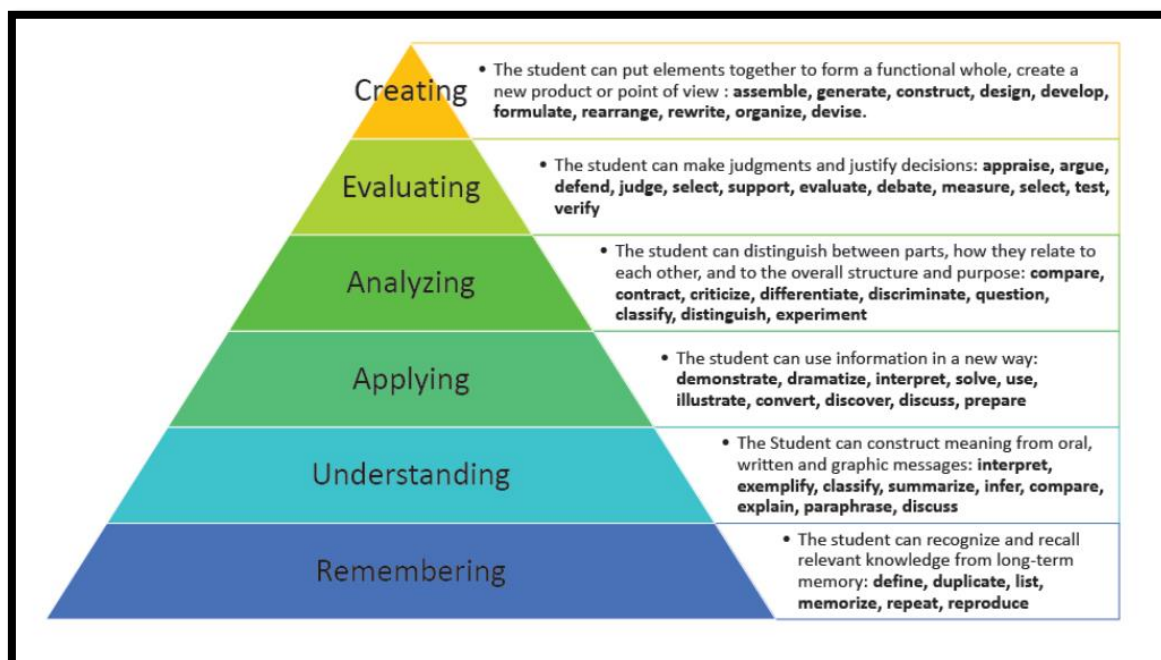
22nd October 2025

Appendix 1

Theory behind learning at St Ursula's Catholic Primary School

For our Creative Learning Curriculum to be effective in preparing pupils for End of KS2 Assessments we must recognise the learning theory best suited to our CLC scheme of work. We must understand the theory and use it to inform our planning and teaching. Through staff training it was agreed that Bloom's Taxonomy was an excellent fit for our CLC scheme of work and would provide our pupils with the best learning environment to support their academic development.

Bloom's taxonomy is a tool that can be used to classify and categorise different levels of learning. There are six levels to Bloom's Cognitive domain. The cognitive domain relates to how the brain processes information and thoughts. The six levels of Bloom's taxonomy, in order (lowest to highest), are Remembering, Understanding, Applying, Analysing, Evaluating and Creating. The table below defines each cognitive level.



The cognitive model highlights the need for teachers to encourage the use of high-level skills amongst pupils - not simply the lower-level ones. By doing this, information is retained for longer by the student, whereas simply addressing the basics is likely to result in the key facts being forgotten soon after they are taught.

Aims of using Bloom's taxonomy:

- A common language is used by our staff teachers to discuss and plan for challenge in lessons;
- Lesson objectives are derived from the taxonomy, showing progression in challenge;
- We encourage higher level thinking by our students by building up from lower-level cognitive skills;
- We are mindful of the lesson objectives we have set and have a clear understanding why we have specifically chosen them.