

## Our Curriculum – Intent, Implementation and Impact



*Learning to live out our calling with compassion and love.*

### What do we intend for our curriculum and learning environment to achieve?

At St. Mary's Catholic Primary School, we believe in providing a curriculum that widens the experiences of our children leading them to have high aspirations. We aim to develop our children to compete in an ever changing global society. Therefore, we equip our children with the necessary skills not only to cope with such a society but to be able to excel alongside their peers. We create an environment that is safe, nurturing and loving in order to provide the best conditions for our children to achieve. The uniqueness of every child is embraced and we instill in them the belief that they are made in the true image and likeness of God. We recognise that parents are the first educators of their children and so we strive to work in partnership with them to enable the children to reach their full potential. As practitioners, we actively research and apply new initiatives to develop pedagogy with a view to improving our pupils' school experience.

### Curriculum Intentions

#### **Intention one: Develop our children's learning.**

To develop the appropriate subject knowledge, skills and understanding as set out in our school curriculum, so that children fulfil their academic potential.

#### **Intention two: Develop the character of our children.**

To nurture our children in a way that allows them to develop the moral values and virtues central to the principles of Catholic Social teaching preparing them to succeed in our diverse and ever changing world. We aim to instil in our children the courage and desire to make positive change in our world.

#### **Intention three: Develop behaviours to become effective learners.**

To develop within our children an understanding of how they learn and succeed. This includes developing the ability to communicate succinctly supporting the development of higher order thinking skills.

#### **Intention four: Develop a love of faith.**

To develop an understanding of spirituality in themselves and in others using the Gospel values to guide them. To engage with and add value to the community in which they live and understand the cultures of others.

*Learning to live out our calling with compassion and love*



## Curriculum Implementation

Our curriculum is implemented with our intentions as the key drivers behind our actions. In considering why our children learn, we are able to ensure what and how they learn is relevant to the world in which our children will live and work. Our implementation plan ensures that our curriculum remains focussed upon developing the skills and values outlined in our intentions to allow this to happen.

### **Intention one: Develop our children's learning.**

The development of learning is not only carried out through the acquisition of knowledge and skills outlined in the national curriculum, but also through the extra-curricular activities and experiences that we offer as a school.

**Maths** - Teachers use the Power Maths scheme of work for planning Mathematics lessons. This is supplemented by materials from Nrich, White Rose and the NCETM to ensure that varied fluency, problem solving and reasoning is embedded within learning opportunities. Assessment is carried out termly, using NFER assessments which provide teachers with a standardised score for each child. This is accompanied by start and end of unit checks to assess retention and application of knowledge. These forms of assessments are then used to inform future planning. Formative teacher assessment is carried out throughout lessons providing in the 'in the moment' feedback, which has a direct impact on learning. Questioning is targeted and teachers adapt quickly to the needs of the children within lessons. Each year, the children also enjoy NSPCC Number Day where the children use their mathematical skills in the context of sport and take part in the raising money for a great cause. Additionally, Year 6 pupils compete in the UKMT Junior Maths Challenge annually.

**Writing** - At St. Mary's, we adopt a sentence stacking approach to writing with carefully crafted sequences of lessons which ensure the progression of skills. Every year group focuses on a limited number of skills per half term; the ability to transfer written skills to all areas of the curriculum is paramount in facilitating mastery. Across the school, we use high quality, language-rich texts and visual stimuli which enthuse and challenge pupils, in addition to embarking on their real life experiences, where possible. This approach gives pupils opportunities to write for a range of purposes and audiences, which inspires them to write. The sentence stacking approach to writing ensures that teachers model the step-by-step process of writing, therefore promoting meta-cognition. Central to our curriculum is the development of vocabulary and this is focused on in every writing lesson during the 'chotting' process. Challenges are provided in all writing lessons for all children to access.

As a Voice 21 school, pupils are given ample opportunities throughout the curriculum to develop their speaking and listening skills, which in turn has a positive impact on their extended writing and wider curriculum. Teachers model high standards of talk and pupils progressively develop their oracy skills through the strands in the Oracy Framework. The use of Alan Peat sentence types is progressive and embedded across the school to develop sentence structure and text composition. Writing is assessed using the Staffordshire Writing grids used within the county. The importance of cursive handwriting, as outlined in the 'Magic Link' handwriting scheme is enforced in all subject areas to promote legibility, neat presentation and self-pride. Spelling is taught progressively across the school as per our spelling overview during discrete spelling lessons, which are supplemented by sessions focusing on the Statutory Spelling Lists for each year group.

**Reading** - Reading is taught whole class from Year 2 to 6. These reading sessions follow a structured approach, three times a week. In Year 1, guided reading is taught in ability groups. Our reading provision ensures that the teaching of reading skills is frequent, sequenced and progressive. We teach the key reading skills through VIPERS, which links in with the content domains as set out in the National Curriculum. The Accelerated Reading scheme is used in KS2, with books housed in our library to enable children to choose their own reading books (that are of an appropriate level/challenge). This scheme can be accessed by children in KS1 once they are secure in reading books within 'Lime' band. Home reading books for children in EYFS and KS1 are carefully selected and are closely matched to each child's phonetic knowledge and ability. In addition to this phonetically decodable book, pupils are encouraged to select another book, which is of interest to them, to encourage reading for pleasure. Teachers assess reading regularly using formative assessments, hearing children read and through ongoing monitoring of Accelerated Reader. Summative assessments are carried out each half term using Rising Stars materials and at the end of the year using NFER tests. These end of year tests provide children with a scaled score, which is used to benchmark pupils and to track attainment and progress. As well as Accelerated Reader, we also use Salford Reading materials in order to monitor children's reading and comprehension ages. At St. Mary's, we celebrate whole school events to promote reading and encourage reading for pleasure.

**Foundation subjects** – Teachers plan foundation subjects using progressive knowledge and skills grids which highlight what we intend for our children to know and the skills they need to develop by the end of each year. Learning is assessed against these to ensure that progress is in line with or exceeding national expectations. Our curriculum encourages the development of knowledge, creativity, independent thinking and questioning. All foundation subjects are taught as discrete subjects allowing the children to understand the distinct differences and skills required to work effectively in these areas. Staff plan a wide variety of educational visits and experiences designed to build upon the skills and knowledge developed in the classroom.

**Intention two: Develop the character of our children.**

The values and virtues taught in school are based on the Birmingham Diocese Pupil Profile and principles of Catholic Social Teaching which explore how to apply the Gospel values in guiding and developing the children's understanding of their vocation. The development of character is focussed upon the Building the Kingdom initiative which allows our children to consider how their learning can be applied to effect positive change in our world. These virtues and principles will be recognised in displays around school, assemblies and, more importantly, in the character and behaviour of our children.

**Intention three: Develop behaviours to become effective learners.**

We research and apply specific pedagogical strategies that enable our children to learn effectively. Strategies such as chunking learning, higher order questioning, recap and recall, peer support and collaboration are used to develop the metacognitive ability of our children. Dialogue between staff and children allows the children to understand the strategies used and how they enable them to learn. As a Voice 21 school, our pedagogical strategies are combined with the development of oracy skills to enable children to communicate and apply their learning confidently.

**Intention four: Develop a love of faith.**

Our school mission statement: 'Learning to live out our calling with compassion and love' is at the centre of our duty to develop the whole child academically and, more importantly, develop a greater understanding of and enrich their Catholic faith. Our curriculum is implemented in a way that highlights the importance of living out the Gospel values in their daily interactions with others. Through the Building the Kingdom initiative our children apply their learning and principles of faith to 'Big Questions' designed to allow them to consider their response to moral dilemmas and issues prevalent in the world that they live in.



## Curriculum Impact

### **Intention one: Develop our children's learning.**

Through the implementation of our curriculum we ensure that children's attainment in core and foundation subjects is in line with or exceeding their potential when considering each individual's starting point. This learning is not limited to the classroom but also extends to learning experiences outside of school. Learning is monitored closely using data analysis to ensure our children are academically, physically and socially prepared for life in the modern world.

### **Intention two: Develop the character of our children.**

Our children will be fully rounded individuals with a clear understanding of moral values and the need to recognise and stand against social injustice. They will have high expectations and aspirations whilst also having the courage, desire and skills to instigate positive change. The development of these behaviours is measured not just by the work that they produce but in the interactions we witness daily within our school community. These daily interactions extend beyond the children to staff, parents and parish community.

### **Intention three: Develop behaviours to become effective learners.**

Our children will have an understanding of metacognition, including how lessons are designed to help them to learn. Children will apply their learning to analyse, debate, hypothesise, summarise and conclude. The impact will manifest itself in children being independent and resilient when faced with challenge. They will be highly motivated to succeed and are equipped with the necessary skills to do so.

### **Intention four: Develop a love of faith.**

Our children will be inspired by the values taught throughout the Gospel and by the underlying principles of Catholic Social teaching. This will be demonstrated through their behaviour and interactions with others. They will be knowledgeable and faith-filled individuals with the ability to make decisions for the right reasons and in the best interests of the community. They will have a clear understanding of right and wrong and remain resilient when their faith is challenged by others. Their knowledge, beliefs and morals will have a positive impact making the world a better place for them and those around them.