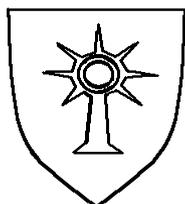


St. Monica's RC Primary School Curriculum Policy



Mission Statement

Here at St. Monica's, we recognise that we are all cherished members of God's family.

We love and care for one another, and trust God to guide us in all we do and say.

By learning together, we aim to achieve and working together we will succeed.

Rationale

At St Monica's RC Primary, we have developed a bespoke curriculum that meets the needs and builds on the interests of our children. It has been planned and sequenced to enable cumulative knowledge and effective learning.

Our curriculum meets the statutory requirements of the Foundation Stage Early Years Curriculum (Nursery and Reception Children) and the National Curriculum (Years 1-6). We have built upon the high expectations set out in both curricula and have devised our own units of work for each subject area so that we can ensure a sound progression of learning.

Our curriculum is broad and balanced and offers a wide range of curricular activities involving visits out of school and visitors to school to enhance learning and extend pupils' cultural capital.

Our Curriculum Intent

At St Monica's we want all of our children to be happy and to have the skills and knowledge needed to be able to contribute to our world as confident, caring and active members of our school, parish and community, demonstrating their unique potential as created in the image of God.

We want our children to be respectful and kind and to embody our catholic ethos through living out our school mission statement.

Therefore our curriculum at St Monica's is primarily focused upon ensuring that all of our children are supported and challenged to gain the knowledge, skills and attributes needed to ensure that they are ready for their next stage of education and ultimately, preparing them for the diverse society in which we live. Equipping children with the skills and knowledge needed to be respectful citizens, whilst developing their understanding of and appreciation for diversity – disability, race, religion and belief, sexual orientation, gender reassignment and sex.

The curriculum is rooted in a strong belief of equity and equality. As a school, we want to ensure all of our children reach their full potential and are equipped with the necessary skills and knowledge to

become well-rounded members of society. Therefore, the curriculum is designed to be ambitious for all pupils, including pupils with SEND and those who are disadvantaged.

As a faith school, our faith and Gospel values are thread through our curriculum to ensure a moral and principled focus for our pupils.

The purpose of our curriculum is to:

- Create happy, confident individuals who feel a sense of belonging.
- Develop successful learners who are hardworking and resilient
- Develop teamwork and collaboration
- Encourage respectful, empathetic individuals, who are effective and responsible contributors to society.

In developing our school curriculum, we have taken into account our unique school community and the local area of our school. This has framed the choices of our curriculum content, particularly in aspects of the curriculum such as geography and history and in consideration to people and events we celebrate across all subject areas.

Similarly literacy and particularly vocabulary is a key priority within the school. Therefore, high-quality literacy texts have been threaded through our curriculum, developing a language rich environment which aims to support children's literacy, develop children's vocabulary and create a love of reading within this school.

The curriculum is enriched with memorable experiences, trips and visits in order to really inspire our children and to ensure the cultural capital of all of our children.

We plan with the end points of learning at the forefront of curriculum design. Every subject has clearly defined end points of learning for key stages, topics and individual lessons. This enables clarity of assessment for learning and determines a framework for leaders to measure curriculum performance.

Our Curriculum Implementation

Our curriculum has been carefully built into four key stages to reflect our mixed aged classes: Early Years Foundation Stage, Key Stage One, Lower Key Stage Two and Upper Key Stage Two. The learning opportunities and assessment end points for each key stage have been carefully developed to ensure progression of key learning, knowledge and skills.

As a school we have developed both subject and key stage specific long-term curriculum maps, which identify when the different subjects and topics will be taught across the 2-year academic cycle. The vast majority of subjects are taught discretely but when possible, meaningful links across subjects are made in order to deepen children's learning. This is particularly true for history and geography.

Misconceptions are addressed where possible at the point of learning – direct feedback by the teacher to the child ensures that misconceptions are addressed to enable the learner to redirect their thoughts thereby clarifying any misunderstandings.

Teachers have excellent knowledge of the subjects they teach and this is supported through sequential schemes of work, which have been carefully designed to build on children's prior

learning. Subject leaders provide any additional support required in relation to their subject specialism.

Our Curriculum Impact

At St Monica's we will know when our curriculum provision has been successful because this will lead to excellent outcomes by all of our children including disadvantaged children and those with SEND. This will equally assure that children are ready for their next stage of learning.

Formal assessments are made for all children three times a year although ongoing formative assessment supports learners throughout the teaching and learning cycle. In most foundation subjects, half way through a unit the children are assessed on a 'Check point 4' assessment to check current learning and give teachers an opportunity support those children who have not retained information. At the end of a teaching unit, an assessment is then completed to check the impact and recall of learning. End points are instrumental in knowing whether pupils have been successful. We aim for our pupils to recall learning with fluidity and automaticity when this is required such as multiplication tables and phonics. End point assessment is recorded on an online system called OTRACK.

We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our children, including the more able.

Departments and subject leaders have worked together to map the key and core knowledge for each subject area at the end of each phase and topic.

Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle.

The monitoring cycle is set at the beginning of each academic year. This identifies when monitoring for all classes and key stages is undertaken in all subject areas. Monitoring includes: book scrutiny, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

When measuring curriculum performance we also revisit the aims of the curriculum as a further reference for success measures:

The purpose of our curriculum is to:

- Create happy, confident individuals who feel a sense of belonging.
- Develop successful learners who are hardworking and resilient.
- Develop teamwork and collaboration.
- Encourage respectful, empathetic individuals, who are effective and responsible contributors to society.