

St Mary's Curriculum Statement

Intent

At St Mary's Catholic Primary School, Faith is the foundation of everything we do. Our school drivers are based on our beliefs and values. They are derived from the backgrounds of our pupils and used to ensure that we give our pupils a broad, balanced and ambitious curriculum.

Community: St Mary's is a multicultural school and we celebrate our richness of diversity. We want our pupils to know about the world they live in and to understand their rights and responsibilities. We strive to open our pupils' eyes to the possibilities available to them.

Communication: We believe that communication (both spoken and written) is an essential life skill and feel passionately about enabling all pupils to develop effective communication skills. Communication impacts on every part of life and is crucial for future success.

Whole Child: Our curriculum is designed to meet the needs of all the children in our school and to prepare them for success in life, however and whatever that might mean to them as they grow and develop. All children have the opportunity to develop their talents to the full, in recognition that they all have talents to offer and that although these talents are different, none is more important than another and all are needed in our ever-changing world.

Our intent is that pupils leave St Mary's with the knowledge, skills and positive learning behaviours to not just access, but thrive in, the next stage of their education, with confidence and resilience, making the most of their God given talents and engaging confidently as a life long learner.

Our curriculum has been designed to be evidence based, knowledge rich and ambitious for all. We believe being challenged is the right of all pupils, and as such, rather than differentiating down, scaffolds are put in place to support all pupils to access our rich and challenging texts and demanding curriculum. Explicit vocabulary instruction is at the heart of our curriculum. Pupils are taught to use, apply, link and analyse new vocabulary so that they are able to meaningfully talk about their learning. The curriculum is cumulative and coherent while remaining agile, ensuring that we continue to provide our pupils with the best of what has been thought and said.

As a Catholic school, we put great emphasis on Catholic Social teaching and help our pupils to understand their place in our global family, their rights and responsibilities and how their actions can impact the common good. This enhances our pupils' cultural capital, curiosity and sense of self worth which also positively impacts on their mental health and well-being.

Implementation

The curriculum is implemented with our curriculum intent and drivers underpinning all we do. We deliver a coherently planned and sequenced ambitious curriculum which equips our pupils with cumulative knowledge and skills. Learning is revisited and developed year on year ensuring depth of knowledge and progression.

Lessons typically follow a sequence of connect, explain, example, attempt, apply, challenge. This is based on Rosenshine's principles of instruction. Instruction at St Mary's is content driven through knowledge. Teaching is interactive, rich in vocabulary, responsive, inspiring and memorable. Teachers will use the components of an effective lesson to facilitate pupils' learning. They use effective questioning throughout the lesson to bring all elements of the lesson together and support pupils to

address the key learning question. Teachers encourage and enable children to connect new knowledge with existing knowledge by planning lessons carefully, addressing gaps and matching the learning according to need.

Religious Education is a core subject and the school follows the Diocesan RE curriculum which uses 'The Way, the Truth and Life' and 'Come and See' programmes to support pupils learning. The school follows the Ten:Ten 'Life to the full' programme for Relationship and Sex Education.

Our reading curriculum ensures the explicit teaching of core reading strategies with cohesive learning approaches. Pupils are taught to answer a range of question types including but limited to comparing, retrieving, authorial intent, predicting, summarising, inferring and giving a personal response.

Our literature spine details the core texts that form the depth study for each year group. These texts represent our promise to every pupil of the literature that we are committed to studying throughout a pupil's school journey. These texts have been mapped carefully to ensure a breadth of experiences, authors, texts and themes are addressed across the Primary years. In addition to these texts, there are core poems that each year group study in detail. The literature spine has been harmonised with the wider curriculum, where appropriate.

Phonics and early reading start with the Bug Club Phonics programme which is a DfE approved systematic synthetic phonics programme. This gives our pupils the best possible start to success in reading. We also have the support programme of Rapid Phonics in place, which is in line with our SSP. It targets children who need further support with their sounds and fluency practice. Alongside this, we have an intervention programme for reading, Rapid Reading. This focuses on boosting children's comprehension of a variety of texts, where they will work their way through a scheme varying in difficulty levels.

Our writing curriculum is underpinned by our desire as a school, to expose children to ambitious vocabulary. Our curriculum has been mapped out to ensure that children experience a wide range of different text types, all of which have tier two and three vocabulary embedded within them. Children have the opportunity to write in these different genres and we encourage children to edit and improve their writing, throughout each unit.

Our maths curriculum gives children the opportunities in all lessons to recap prior mathematical concepts and develop their fluency and reasoning skills through following a mastery approach. Our maths curriculum is progressive both throughout the year and across year groups allowing the children to master the skills they need. We use White Rose Maths to help deliver this.

The school uses PIXL for the regular assessment of pupils' learning for Reading, Writing, SPAG and Maths. Gaps in knowledge are quickly identified and interventions delivered to fill these gaps.

Enrichment opportunities are carefully selected to enhance learning, cultural capital and provide rich experiences for our pupils.

Safeguarding issues (including online safety), Catholic social teaching, British Values, rights and responsibilities, PSHE and some elements of RSE are supported as assembly themes as well as forming key aspects of the curriculum.

Subject leaders play a key role in the monitoring of the delivery of their subject. Subject governor monitoring where subject leaders present to, and are questioned by governors in these sessions supports subject leaders to articulate their curriculum vision and implementation.

The curriculum is reviewed regularly by the Headteachers, school governors, senior leadership team, subject leaders and teachers. Subject monitoring and action plans ensure it remains relevant, ambitious, well sequenced and tailored to the needs of our pupils.

Impact

The curriculum at St Mary's is unapologetically ambitious, knowledge rich and evidence based. It is well constructed to meet the needs of all pupils. Our curriculum is well taught and teachers and support staff access regular and relevant training to ensure their professional skills are continually developing to meet the school's high expectations. Quality first teaching enables pupils to attain and progress well from a range of starting points and ensures the needs of all groups of pupils are met. Pupils know and remember more as learning is cumulative and coherent and provides strong foundations for future learning and achievement.

The school drivers and strong Catholic ethos produces pupils who are confident, independent and resilient with exceptional academic and social skills, as well as the ambition to succeed in life as a member of a global society.