



Saint Michael Catholic Primary School

Excellence • Enrichment • Enjoyment

Curriculum Policy

1. Intent, Implementation and Impact

Intent

Our school curriculum is bespoke and designed to provide ‘**Excellence, Enrichment and Enjoyment**’ for each pupil in each subject area. We want every pupil to achieve well academically so that they have the knowledge, skills and understanding needed to become literate, numerate and problem solvers.

Every child is unique and made in the image of God. Therefore, we value each pupil’s individuality and it is our mission to help each one of them reach their full potential through the pursuit of **excellence** in everything we do for them and in everything we teach them. Our curriculum is designed to be exciting, engaging and challenging, **enriched** with opportunities to develop each child’s God-given talents, build their character and improve their cultural capital.

Our school curriculum is designed to meet the full requirements on the national curriculum but goes beyond this so that the content is pertinent to their lives and our local context. This means that we provide opportunities to develop language and communication skills, which are a particular focus in the Early Years but are embedded throughout the curriculum. We also support our pupils to develop a growth mindset. We recognise these are key skills and attitudes that our pupils need to become resilient, hard-working and aspirational. We raise our children’s aspirations and ensure they have every available opportunity to improve their cultural capital, their personal development and instil British values and the Catholic virtues of friendship, responsibility, respect, honesty, forgiveness, self-respect, justice, compassion, patience, generosity, empathy and tolerance.

The foundation subjects are planned, taught and assessed to the same **excellent** standards as the core subjects in recognition that the arts, humanities, languages and sports are important for human flourishing and the development of cultural capital.

Progression Maps for each subject identify the knowledge, skills, understanding and vocabulary that pupils are expected to master each year in each subject. They also identify opportunities to develop cultural capital in each subject area. Teachers use these maps to weave together a cohesive curriculum for their year group that makes cross-curricular links around a theme when possible but recognises that some knowledge, skills and understandings should be taught discreetly.

Each Subject has a Curriculum Map and this is replicated with a Curriculum Map for Each Year Group. Knowledge Organisers are created for each topic of work. A knowledge organiser contains all the important information for a particular topic, summarised in just a few pages. It includes key words, important facts, diagrams, methods and skills relating to the topic. These are shared on the website for parents to access and are available to the pupils and teachers to use in their classroom

throughout their learning. Knowledge Organisers help children know more, remember more and learn more.

Implementation

Children should be happy and learning should be **enjoyable**! Our curriculum is designed to engage, excite and challenge our pupils so that they are comfortable to take risks with their learning in a safe environment. They will have opportunities to both follow their own lines of enquiry and learn new knowledge from expert teachers.

Having a close relationship with God **enriches** our lives so Catholic Social Teaching and Gospel Values permeate all areas of our school curriculum. Our Catholic values and virtues are a golden thread throughout our curriculum and inform our teachings on British Values and shape our pupils' spiritual, moral, social and cultural development.

We have the highest expectations for teaching, learning and assessment, using OFSTED's Outstanding grade descriptors and our own policies as our 'Agreed Expectations'. Teachers are very well supported to become outstanding practitioners. They are given license to innovate and use research-based approaches to continually improve their pedagogy and share best practice with others.

We acknowledge that parents are the primary educators of their child and work hard to ensure they are highly engaged and work in close partnership with us to ensure every child makes sustained progress. All children receive home learning each week to support their learning in Reading, Mathematics, Religious Education and Grammar, Punctuation & Spelling. During half-terms, pupils are set a creative project to help them prepare for their forthcoming cross-curricular topic.

We provide challenge and support in equal measure. All pupils, including those who are disadvantaged or with special educational needs or a disability (SEND), are supported to achieve. Our Teaching Assistants are highly trained and deliver a number of specific interventions with expertise to ensure disadvantaged and SEND pupils access the curriculum and make sustained progress. We have high expectations for all pupils so choice and challenge are key parts of a sequence of lessons. Pupils that are high attaining are given opportunities to be challenged further through high quality teaching and enrichment opportunities.

Our bespoke school curriculum is **enriched** by the resources available to enhance learning. School visits, workshops and visitors regularly enhance our curriculum. Our immersive classroom (The Imaginarium), science laboratory (The Lab), music room (The Studio), art & food technology Hut (The Hut) and our outdoor classroom (The Log-In) provide dedicated learning spaces for inspiring and **enjoyable** lessons that enhance learning across the curriculum. In addition, we have bespoke wall displays to support pupils learn key knowledge across our curriculum. These include a time line to support our history curriculum, a world map to support our geography curriculum, the Maths Stairs, a Catholic Social Teaching wall and a Gallery of Excellence displaying carefully chosen works of art alongside our children's work.

We are committed to providing outstanding play provision so that our pupils develop strong social, communication and problem-solving skills and improve our pupil's well-being. We have excellent outdoor facilities such as a pond, a nature garden, a playing field and an astro-turf pitch so learning can take place effectively outside of the classroom. We have a dedicated Early Years playscape to support learning in our nursery and our reception classes.

In Key Stage 2, pupils are taught maths, english, languages, PE, computing, music and musical instruments by specialist teachers. Class teachers are encouraged to develop expertise where their particular passions lie.

Each year group uses the Subject Progression Maps to create a Curriculum Map for their year group. These are chosen to ensure the national curriculum and our own bespoke objectives are organised and taught in a progressive sequence so knowledge, skills and understanding are built upon year on year. Each year group creates a Curriculum Coverage Chart, which outlines when the specific objectives will be taught throughout the year.

Wherever possible, links are made to other areas of the curriculum and the overarching topic being taught during the half-term. We recognise, however, that much of the curriculum is best taught discreetly in the first instance to ensure the knowledge and skills of the pupils are secure before being applied to other areas of the curriculum to achieve mastery.

Each subject leader has created a Subject Policy to identify the Intent, Implementation and Impact of their subject. A Subject Story summarises the subject and gives examples of how it is implemented. They also write a Teacher Guide for their subject to detail how the subject should be implemented. This ensures there are consistent approaches to teaching, learning and assessment of each subject throughout the school.

EYFS

In the Early Years Foundation Stage, pupils are taught through a thematic approach, following the children's interests and lines of enquiry. Children are encouraged to learn both indoors and outdoors through play. As children move through Nursery and Reception class, they receive an increasing amount of discreet teaching of Phonics, Reading, Writing, Maths, Religious Education and Physical Education. By the end of Reception, the children are participating fully in whole school liturgy, assemblies and are fully prepared for Year 1.

After a transition term in Year 1 pupils are taught Maths and English for an hour day.

Mathematics

Maths is taught for one hour per day from Year 1 to Year 6. Teachers use a range of resources to plan, teach and assess maths. These include the White Rose Maths, Numicon, Active Maths and Times Table Rockstars. We have developed our own Calculation Policy to ensure consistency in methods throughout the school. A Home Learning task is set each week to reinforce learning.

Reading

We follow the Little Wandle synthetic phonics programme to teach Phonics and pupils are expected to read decodable books every day with their parents, following our structured reading scheme. Parents are asked to log their child's reading each day in the child's Reading Record until they become independent readers (usually Year 3).

Pupils are taught Guided Reading in discreet lessons from year 2 onwards. We have developed our own approach to Reading lessons based on the Take One Book resources. Pupils are taught to explore and comprehend a range of texts through a dialogic approach. The texts are chosen carefully to include a range of genres, authors and styles.

In addition, we have a well-stocked class libraries which promote reading for pleasure. Each year group has a carefully chosen class text for their teacher to read with them during the week. Those pupils that need extra support with reading are supported individually with additional reading at school. A Home Learning task is set each fortnight to improve comprehension.

Writing

Pupils are taught writing in English lessons for one hour per day from Year 1 to Year 6. Teachers use a range of resources to plan, teach and assess, including Talk for Writing and Writing Rocks. The curriculum is structured to 'Write for a Purpose' with pupils revisiting genres of writing each half-term that are 'Writing to Entertain', 'Writing to Inform', 'Writing to Persuade' and 'Writing to Discuss'. A Home Learning task is set each week to reinforce spelling and a vocabulary, grammar and punctuation task is set every fortnight.

Religious Education

Religious Education is a core subject at Saint Michael's and is taught for at least 10% of each class's timetable each week. The content has been tailored so that it fully meets the requirements of the Curriculum Directory. We also study other faiths throughout our curriculum so that our pupils are knowledgeable and respectful of other faiths. A Home Learning task is set each week.

Science

Science is taught every week. Our methods of teaching Science strikes a balance between acquiring knowledge and following lines of enquiry in a practical way, working scientifically. Knowledge acquiring lessons are usually taught in the classroom and practical lessons are usually taught in The Lab, a dedicated classroom designed to encourage and inspire practical Science.

Computing

Computing is taught every week by a specialist teacher. We have laptops available for lessons to take place in The Lab. Computing skills and Internet Safety are also reinforced throughout the rest of the curriculum. We have a variety of resources to support the teaching of programming.

Personal, Social, Health and Citizenship Education (PSHCE) & Relationships and Health Education (RHE)

PSHCE is taught each week as we value the opportunity for our pupils to explore important citizenship issues, build strong relationships, learn how to develop a growth mindset, resilience and discuss issues that may be affecting their lives. We have designed a completely bespoke curriculum using a range of resources such as Go Givers, Ten Ten and the PSHCE Association. This allows flexibility for teachers to adapt lessons to suit the needs of their pupils.

For one term per year, the children study Relationships and Health Education. This ensures they have the knowledge and skills to develop healthy relationships as they mature.

Relationships and Health Education

Our curriculum for Relationships and Health Education has been designed so that it fully meets statutory requirements and the context of the teachings of the Catholic Church. The whole school is taught RHE using the Ten Ten resources as a basis for teaching and learning, which is preceded by parent workshops and information sharing.

Physical Education

PE is taught for 1 hour a week with pupils being taught both inside and outside by a specialist teacher. Our PE curriculum is enriched through a wide range of after school clubs and teams that take part in competitive sports. We aim to offer a wide range of opportunities as well as traditional sports. Some sports clubs are led by staff, others are led by specialist coaches. The positive profile of PE is enhanced by our Sports Crew. They are a group of children from Reception to Year 6 whose role is to promote physical activity at playtimes, organise inter-house tournaments and write a monthly newsletter for pupils and parents. We hire a swimming pool to be set up on the school grounds so that children in Year 4 and Year 5 can be taught how to swim 25 metres unaided. Year 3 children have the opportunity to develop their confidence through some sessions and any child in Year 6 that cannot swim 25 metres is also given booster lessons to help them to do so.

Music

Music is taught once a week to all children by a specialist teacher. In Year 5 pupils are also taught to play the guitar by specialist, peripatetic teacher each week for 3 half terms over the year. We have a dedicated, well-resourced classroom, The Studio, for music lessons. We hold a singing assembly each week and have an active choir. All Key Stage 2 pupils take part in a Carol Concert at Christmas and Year 5&6 pupils perform and end of year musical production every July.

Languages

Children in Years 3 to 6 are taught Spanish each week. We have a specialist teacher that use a variety of resources to create a bespoke curriculum that fully meets the national curriculum objectives. More than this, our children are taught to appreciate languages and other cultures and become confident in speaking, listening and writing in Spanish.

History, Geography, Design and Technology and Art and Design are taught through a thematic, cross-curricular approach if possible. The 'topics' may last a half-term or may be shorter to ensure the knowledge, skills and understanding of each discipline is taught effectively. Topics are developed by the school staff to ensure our pupils secure knowledge and skills that are pertinent to our pupils, draw on the resources of our locality and develop cultural capital.

Impact

At Saint Michael's, we want each pupil to flourish, so our curriculum is designed to provide opportunities for each pupil to develop their interests and God-given talents. Our curriculum inspires a love for learning and pupils become good communicators, have a positive, growth mindset and have reached their full academic potential. They will have formed a strong moral code, informed by Catholic teachings and have a strong faith to support their formation. They will have the confidence to continue to the next stage of their education and continue to succeed academically, socially and emotionally.

Assessment

We assess every subject we teach and track progress closely so that any child that falls behind can be given extra support. All pupils are assessed in all subjects throughout the year to provide 'point in time assessment'. Our bespoke curriculum has been divided into learning objectives for each subject and for each year group and uploaded to an online assessment tool, Insight. We provide highly effective support for disadvantaged pupils or those with SEND and ensure pupils with the potential to reach greater depth are challenged to do so - support and challenge in equal measure. At the end of each term, pupils also complete a standardised test for Reading (PIRA), Maths (PUMA) and Grammar, Punctuation and Spellings (GAPS). These provide a summative assessment to support the teacher's overall 'point in time' assessment in these subjects.

Outcomes for pupils are extremely high year on year. Despite average starting points, pupils make sustained progress so that attainment for pupils in all statutory assessments is above national and local authority averages.

All curriculum subjects are assessed. Rigorous and regular monitoring ensures actions are swiftly put into place so that all pupils' needs are met. Pupils are confident, independent, responsible and very well prepared for the next stage in their education. They see themselves as global citizens and have strong moral values informed by our Catholic teachings.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Each curriculum subject will have a named member or members of staff to lead the subject. These subject leaders will be responsible for leading and managing their subject to ensure each curriculum subject is taught to the highest standard and follows this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Joining Learning Walks with members of the Senior Leadership Team
- Taking a special interest in particular curriculum subjects
- Meeting with subject leaders to support and challenge them
- Attending an annual School Improvement Plan evening with the entire staff
- Taking an active role in Supported Peer Reviews
- Holding the headteacher to account at Full Governing Body Meetings

Subject Leaders monitor the way their subject is taught throughout the school by:

- Observing teaching
- Scrutinising pupils work
- Interviewing pupils
- Analysing teacher assessment of their subject across the school
- Monitoring coverage and progression in their subject across the school
- Analysing staff feedback about their subject

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment and Feedback policy
- SEN policy and information report
- Equality information and objectives
- More Able Policy
- Pupil Premium Strategy
- Sports Premium Strategy
- Relationships and Health Education Policy