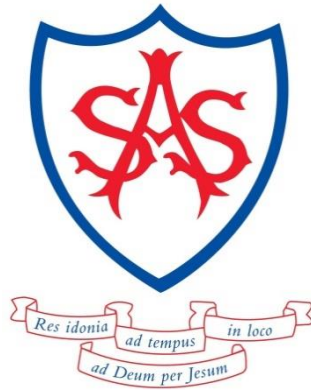




St. Antony's Catholic Primary School

Curriculum Policy

School Mission Statement

*'God is at the heart of our school.
With the help of our community, we will strive to learn, love and achieve.'*

Policy Date: September 2023
Review Date: September 2024

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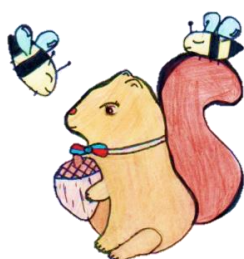
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Intent

The school's curriculum is the knowledge and skills pupils learn while at St Antony's Catholic Primary School. It is best explained through the answers to three questions:

1. Intent: What should children know by the time they leave our school?
2. Implementation: How do we teach our curriculum?
3. Impact: How do we know how well pupils have learnt the curriculum?

At St Antony's our curriculum is underpinned by our vision and values and reflects our faith and our mission statement. We place our children at the centre of our school and seek to develop the whole child – spiritually, morally, socially, culturally and academically so they are well prepared to meet future challenges.



Our Squirrel Vision

*Storing up knowledge for the future with,
Qualities eagerly developed amongst each child
Uniqueness is celebrated, understanding fostered, creating
Inquisitive, independent, individuals who are
Remembering, retaining
Retrieving knowledge through
Effort and enthusiasm
Learning to love just like our Lord Jesus Christ*

A squirrel is inquisitive, independent and creative, it stores up food for future use and plays a vital role in the world. Our curriculum intent is for all of our children to be inquisitive, independent and creative, to store up knowledge and skills for their future and to learn to love themselves, others, creation and learning in order to play a vital role in the world. In other words, we want our children to:

CLICK

Curious Loving Independent Creative Knowledgeable

We want all pupils to develop Cultural Capital to have the knowledge, behaviours and skills to face the future with confidence and we want all pupils to be able to read at an age-appropriate level.

We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to critically think, problem solve and undertake learning at a deeper level.

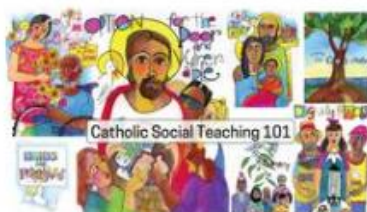
Curriculum Drivers

Our curriculum is driven by the needs of our children. We want all of our children to have a global viewpoint and an understanding of the diverse world in which they live.

As a Catholic school, our faith is at the heart of everything that we do and the principles of Catholic Social Teaching are therefore drivers for our curriculum. In this time of climate change, we are inspired by Pope Francis' encyclical, *Laudato si'*, which calls us to *"Listen to the cry of the Earth and the cry of the poor who suffer most"* and by the UN Global Goals.



UN Global Goals



Catholic Social Teaching



Creativity

Aims and Principles

This policy aims to:

- Ensure a high quality, coherent, balanced and well-sequenced curriculum
- Set out the school's curriculum principles
- Develop a community of learners where learning is valued, enjoyed, supportive and lifelong
- Learn from each other, through a collaborative, enquiry-based approach to our curriculum, where outstanding practice is shared.

Legislative requirements and non-statutory 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](#).

This policy is written with reference to:

Early Years and Foundation Stage Statutory Framework
National Curriculum Primary programmes of Study for KS1 and KS2.

Please read in conjunction with our Curriculum Intent Statement, Teaching and Learning Policy, Assessment and Feedback Policy, subject specific policies, Reading Policy, Display Policy, Staff Handbook, SEN and Inclusion Policy and Home Learning Policy.

Roles and responsibilities

The Governing Body

Governors will review this policy in conjunction with the Headteacher and monitor the policy's effectiveness.

The Head teacher and Senior Leadership Team (SLT)

The Head teacher and SLT will review all policies and through learning walks, monitoring, discussions with subject leaders and book scrutinies will take a strategic overview of how this policy is being implemented.

Subject Leader

The subject leader will review this policy yearly and ensure that it is up to date and relevant.

Teachers

Teachers will ensure that their planning and teaching reflects the practice and procedures outlined within this policy and the staff handbook.

Implementation

Our provision is informed by educational research into effective teaching practices and cognitive science. Our approach is explicit in our Teaching and Learning policy.

- Teachers have deep knowledge of the subjects they teach and develop in pupils well-connected networks of ideas (schema).
- We aim for pupils to be able to connect new knowledge with existing knowledge so they have fluency and can unconsciously apply their knowledge as skills.
- Teachers assess learning and provide timely feedback, reshape learning and adapt teaching as needed.
- The classroom climate and culture is calm with the expectations that all pupils can excel.
- All pupils are involved in the lesson. Teachers ask lots of questions by cold calling, think/pair/share and other techniques.
- We aim to develop strong partnerships with parents and carers that influence good attitudes to learning at home and school.
- We advocate direct instruction, I do/We do/You do, guided practice – modelling and exposition.
- We use continuous formative assessment to improve not prove.
- At the start of each lesson, we recap prior learning – often through quizzes.
- We value pupils knowing more and remembering more.

Organisation

Subject leaders have created broad, balanced and clearly sequenced curriculum plans which build on the requirements of the National Curriculum and aim to meet our whole school curriculum intent.

We have designed our curriculum beginning with the end in mind. It supports the needs of all of our children and allows them to retain knowledge in their long-term memory. Teaching builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

Each subject is taught distinctly and children are encouraged to become readers, mathematicians, scientists, historians, artists, musicians or writers through their learning. Links are made to future careers for each subject area to ensure our children have high aspirations.

Subject leaders quality assure the sequencing of the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed.

Our curriculum:

- Is balanced - each subject has sufficient time to contribute effectively to learning
- Provides high quality texts
- Nurtures children's spiritual, moral, social and cultural development
- Prioritises the teaching of reading (see our Reading Policy)
- Promotes British and Gospel values
- Develops children's relationship, sex and health education (see our RSE and PSHE Policies)
- Provides opportunities to retrieve and revise to ensure long term retention of knowledge
- Ensures appropriate sequencing of concepts and progression of knowledge
- Aims to close the vocabulary gap by teaching new words explicitly

Wider Curriculum

- Educational visits including residential opportunities
- Pupil led lunch time clubs
- Assemblies and performances
- We welcome visitors to the school who we can learn from
- We value opportunities for learning outside the classroom
- Charity events led by pupils
- We promote spiritual, moral, social and cultural development
- Sporting opportunities
- Extra-curricular clubs
- Prefects, Young Franciscans, school council

Core subjects:

English, Maths, Religious Education and Science

Foundation subjects:

History, Geography, PSHE, Computing, Art, Music, French (KS2), Design and Technology, RSE

Impact

Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point.

At the end of KS2, pupils consistently attain higher than national expectations.

Pupils are confident and successful learners, demonstrating our learning values.

The curriculum framework is designed to give disadvantaged pupils access to the knowledge they need in order to succeed as well as their peers.

Pupils' behaviour is excellent and reflects the school's values in lessons and around the school.

Inclusion and Equal Opportunities

Our guiding principle is one of inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation (see Teaching and Learning Policy) for individual pupils. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

It is the responsibility of class teachers to make the appropriate adaptations to the curriculum to enable pupils with SEND to access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO and the Specialist Education and Training Support Services (SEaTSS).

(Please see our Special Educational Needs Policy)

Additional opportunities and Community Links

We make links with our parish, community and with Trinity Catholic High School to enhance our curriculum. Children participate and perform in parish masses and events such as the summer fete. Trinity KS3 teachers liaise with our KS2 teachers so that the curriculum is sequenced throughout both schools. Children visit Trinity for 'taster' lessons.

Monitoring

The subject leader will take responsibility for monitoring the effectiveness of this policy in school practice on a day to day basis, taking part in monitoring of their subject through learning walks, book scrutinies, moderations and discussions with children and class teachers throughout the year.

They will assess school practice against the aims and objectives set out at the beginning of this policy and provide evidence of the policy in practice.

Evaluation

We regularly review how well our curriculum intent enables consistent high achievement and high impact.

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high enough?
- Are pupils challenged to think and evaluate their learning?
- Is assessment purposeful, efficient and used to shape learning?

Curriculum content is coherent

- Are pupils able to make connections?
- Do teachers respond to educational research?
- Is learning adapted to reflect current affairs and pupils' needs?
- Does assessment enable teachers to check that children have built the knowledge they need for subsequent learning?

Mastery for all challenges all

- Is the curriculum sufficiently challenging and appropriate for all?
- Are there high expectations for all?
- Does pupil's work show that tasks are rich and allow pupils to show higher standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge?

Embedding knowledge and skills

- Does planning allow pupils opportunities to build long-term knowledge and understanding?
- What knowledge & skills have pupils gained against expectations?
- Is each subject given integrity and taught systematically and progressively?
- Are there coherent links that increasingly challenge and embed K&S?

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the parish, local community, national and global issues?
- Are our Be-Attitudes evident around the school?