

## St Joseph's RCVA Primary Coundon

### Our Curriculum – intentions, implementation and impact

At St. Joseph's RC Primary School we will ensure that our children are happy, stimulated and challenged so that they can make progress across the curriculum and achieve the highest standards possible. As a Catholic school, the precepts of Catholic education remain at our core. This includes the pursuit of excellence and preparing our children as world citizens of the 21st Century. Children will be taught by teachers with high expectations who will plan a curriculum that is interesting, relevant, extends their understanding of the subject and ensures high quality work and outcomes.

As children progress through the school they will develop high expectations of themselves in terms of their learning and behaviour; they will be encouraged to be independent learners who can also work cooperatively with others. They will develop support skills and nurturing skills towards their peers and younger pupils and also organisational skills to support their learning.

#### **Intent**

- our leaders have constructed a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- we provide the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – our curriculum is designed to be ambitious and to meet their needs
- our learners study the full curriculum. We ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

Our curriculum will focus on our local heritage; preparing our children to become educated citizens with the knowledge and understanding of our world from a local, national and global perspective. As part of this Statement of Intent we have outlined below examples of how the school will enrich the curriculum in order to give all pupils the opportunity to excel and to ensure that they are stimulated by their learning and motivated to learn more.

#### **Enrichment Opportunities**

At St. Joseph's RC Catholic Primary School each child can expect to experience the following:

- o Regular opportunities to share his/her achievements in assemblies and other whole school events
- o Regular opportunities to contribute towards his/her learning and be involved in decision-making that effects the whole school either through School Council, Mini Police, Mini Vinnies etc and through regular pupil surveys etc.
- o Opportunities to represent the school through liturgical celebrations, sporting events and music/drama performances/ debates
- o A wide range of clubs and extra-curricular activities both after school and lunchtime

- The opportunity to grow closer to God through the Sacraments of the Eucharist and Reconciliation
- Regular opportunities to partake in charitable events, considering the rights of everyone
- The opportunity to play a musical instrument
- The opportunity to join a choir/ singing group
- Regular opportunities to work with the local community
- The opportunity to be a buddy, where older pupils support younger pupils
- On-going opportunities to support a positive well-being

### **Visits and Visitors**

At St Joseph's RC Catholic Primary School each child can expect to experience the following visits and visitors to the school, which will provide career development opportunities.

- Visits to local attractions that enhance the children's awareness of our heritage such as trips to Beamish, Auckland Castle, Binchester, Durham Cathedral, The Seaside, local museums etc – usually linked to topics being studied.
- Visits to places of interest further afield that enhance the children's historical and geographical knowledge and residential visits starting in Year 5 including a visit to France and sporting/ outdoor learning adventures
- Career Development/ STEM opportunities- visits from professionals visiting the school
- International links: links with Spanish speaking countries and visits from their staff- Chile
- The opportunity to work with writers/artists/scientists/ meeting WW2 veteran
- Regular participation in sports festivals
- Performing in a local festivals/ community projects eg drama/ Music/ Art/ Remembrance parade
- The opportunity to visit a theatre including visiting theatre groups to school
- OASES- environmental and conservation work
- Debates with other schools- Parliament Week

### **Curriculum Implementation**

- Our teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise
- Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches
- Our teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts
- Our teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners
- Our teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- We use a rigorous approach to the teaching of reading to develop learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge

Our curriculum will be implemented with our intentions as the **drivers** behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build independent, happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focused on these areas.

**Religious Education (RE)**- As a Catholic school, in the Diocese of Hexham and Newcastle, we follow the Come and See programme during RE. This is a programme of work which develops us in our faith journey, enabling us to grow in our understanding of religious literacy, domestic church, local church and universal church. We use class liturgies to celebrate our learning at the end of every unit of work. Furthermore, we celebrate other faiths twice a year and visit places of worship. In the Summer term we will be using Ten Ten resources to support us in the delivery of SRE.

**Maths** – we use the White Rose Mastery material for Maths . We assess using NFER, teacher assessment and White Rose materials throughout the year. We focus greatly on learning our times tables and number facts to build on our mathematical knowledge. Where possible, we apply mathematics to real-life opportunities in preparation for the wider world.

**Writing** – we use a text/book based curriculum. This means we study a new book in each term/ half term (depending on year group), and our teachers generate writing opportunities out of this. We look at comprehension skills, grammar skills, writing planning and extended writing piece alternative weeks, to give us a regular routine that helps us build up competency. We assess using the Local Authority's Writing assessment grids. These inform our next steps to learning. We work hard on handwriting and presentation, and edit our work carefully to improve it.

**Reading** – when we start school, we follow Letters and Sounds to teach us our phonics knowledge. Moving through the infants, we develop our reading with our teachers in Guided Reading groups, using a wide range of progressive texts covering all genres and linked to phonics (decodable books). Our teachers regularly update our reading and topic areas with themed books and we visit our own school library regularly to choose our own book linked to the Accelerated Reader programme. For home reading, junior children read a variety of texts including novels by well-known authors, classics, non-fiction, poetry (again appropriately selected following Accelerated Reader); using a combination of school library books, books loaned from the Durham Learning Resources and encouraging children to use new books they have received as gifts etc. Our infant children read appropriate levelled books which allow us to progress in our reading and enable our families to help us with reading at home. Our teachers check we are reading books that will challenge us, and reward us for our effort to become confident and fluent readers. Children in EYFS have age appropriate library books to share with their families to develop an early love of reading for pleasure. Story time/ nursery rhymes form an integral part of our time in EYFS/KS1 as these form the building blocks for language, phonics and early reading.

**Foundation subjects** – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. Across the year, we learn three history topics and three geography topics (one each half term) and a similar pattern is followed for Art and Design and Technology. Teachers check our learning against the progression documents, and subject leaders will check that they are doing this correctly. They keep a record of how each class is doing in each subject, including who is working at or above age related expectations and who might require some further support. We have peripatetic teachers delivering Guitar lessons in KS2 and in early Music skills KS1/ EYFS. School have recently introduced Spanish into the MFL curriculum in KS2. Children participate in weekly liturgy in classes and collective worship- this provides spiritual development and prepares the children in the Christian tradition. Children attend mass at least four times a term- this develops their knowledge and understanding of the Catholic mass and its traditions. It further supports our link with our local church

community. Children participate in Votes for Schools assemblies weekly- this allows children to learn about current events in the world and developing their understanding of life in Modern Britain and their role as responsible citizens in the wider world.

## **Curriculum Impact**

### **Impact**

- Our learners develop detailed knowledge and skills across the curriculum and, as a result, achieve to the best of their ability. Where relevant, this is reflected in results from national tests and examinations that meet government expectations
- Our learners are ready for the next stage of education, employment or training. They read widely and often, with fluency and comprehension.

### **What do we hope will be the impact of our curriculum and how do we measure it?**

We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always consider Age Related Expectations. We intend that the impact is that children will be academically, physically, spiritually and emotionally prepared for life in secondary school, in Modern Britain and the wider world.

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust, empathy and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating independence and resilience. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, around school, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community and as members of God's family. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will go out into the world and make a positive difference in their own life and to others.