

## Curriculum Intent Statement

**Our curriculum provides a broad range of experiences for our pupils**

Our pupils' backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum:



## Our curriculum provides appropriate balance

We believe that all children should feel clever and experience the feeling of accomplishment in a wide range of areas. Our curriculum therefore gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design. Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development underpins all of our work and is monitored as closely as academic subjects.

Our curriculum is a knowledge-connected curriculum, rooted in acquisition of language and development of subject specific vocabulary. It is designed to build schema and cultural capital through providing enriching experiences, the opportunity to build on prior learning and stimulating philosophical discussion to reason, form opinion and develop a deeper appreciation of the world around us.

We carefully balance the requirement for pupils to reach national expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. As much as we value the progress and fulfilment of our pupils

academically, we strive to offer them a rich and varied arts curriculum too. Alongside offering our children a carefully mapped progression of skills within art/D&T, dance, PE and music, we try to enable the children to practise and incorporate these skills across all subjects; giving them the opportunity to express their learning in a variety of ways. As a result of this, our pupils thrive.



### Our curriculum is carefully organised for depth

#### **We define progress as:**

The widening and deepening of essential knowledge, skills, understanding and behaviours.

To do this ensures pupils don't merely cover the curriculum but repeat the key concepts that underpin deeper learning over and over - each time they return to areas they gain a deeper and more insightful understanding of the matters, skills and processes within subjects.

We refer to the 'cognitive domains' of Basic, Advancing and Deep learning to describe the nature of progression. This involves changing the nature of thinking rather than just acquiring new knowledge.

Basic	Advancing Deep
<i>Securing fundamental foundations</i>	<i>Applying fundamental foundations inventively</i>
Example: Involves following instructions	Example: requires application involving some degree of decision making  Example: multi-step thinking, reasoning and justification

At our school the children in our care are at the heart of everything we do. Every pupil should leave knowing God's love and being able to show God's love. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. Each day we encourage our children to work hard, have a positive mind-set, have the confidence to make mistakes, persevere and not give up - in order to succeed, and to feel good about themselves.

### **Intent**

At St. Edmund's and St. Benet's schools we want our children to experience:

- A curriculum that has knowledge and vocabulary at the heart of their learning • A rich curriculum that enables pupils to see the world from a wide range of perspectives
- A curriculum where knowledge underpins and enables the application of skills • Opportunities to embed BASIC skills and express knowledge in a variety of ways before moving on
- Developing resilience, perseverance, challenge and support so they have the confidence to aim high and aspire to more
- Opportunities to delve deeper into their learning, building on skills progressively each year
- A curriculum that responds to findings from pupil feedback and school data to ensure it is bespoke to their needs and reflects the ever changing world, locally and globally
- A restorative culture, where pupils are given time to consider their actions and the possible outcomes of different situations, so that they learn to make the best choices
- A curriculum that helps children to know how to live healthy lifestyles - both physically and mentally
- Spiritual, moral, social and cultural experiences threaded through all we do which will facilitate them with all they need to face the any and all futures • Strong Catholic ethos permeating through daily life which gives the children a safe and nurturing environment

### **Implementation**

At St. Edmund's and St. Benet's Schools, we plan learning through an enquiry approach to the curriculum with quality texts and authentic resources to inspire curiosity,

discussion, support the development of reading and provide writing opportunities within each unit of work.

Learning has been organised across each class to ensure that there are a variety of key concepts that cover the content of the National Curriculum. These key concepts are then revisited over time.

We acknowledge that our class teachers are experts in their children's learning and enable them to have a flexible delivery of the curriculum, meaning that some weeks children may not study Art, instead they will have a focus on Geography. During other weeks, the opposite may be true, and some weeks there may be a balance across the subjects.

Organising the learning in this way ensures teachers have the flexibility to deliver the curriculum in the way that they feel will have the most impact for learners. R.E and P.E are planned weekly and follow whole school progression frameworks.



At times, learning will be directed and other times more open-ended enquiry based approach through big questions posed by the teacher. With a mix of both practical and written work embedded.

We see the local community as valuable to our children's learning so we thread these links into the curriculum throughout each year group.



Maths

Using the outdoors as a classroom is fundamental to our values and this can be school based or with enrichment visits to other locations. Trips/activities and experts are all vital to the enhancement of the learning opportunities we offer our children.

## Maths

We are passionate about the developments children make in mathematics. Children in all year groups are introduced to new concepts by exploring hands-on resources before moving to pictorial and abstract levels of questioning. We aim for a balance between mathematical fluency (arithmetic), reasoning and problem solving in order to ensure that our children are able to apply the skills that they learn in the classroom to everyday life.

Children are also given opportunities to apply their learning in mathematics during enterprise projects and STEM weeks, periodically placed throughout the academic year. By creating a rich and exciting mathematical curriculum, we aim to create budding mathematicians, who have a deep understanding of numbers and a desire to tackle a

range of problems in order for them to become life-long mathematicians.

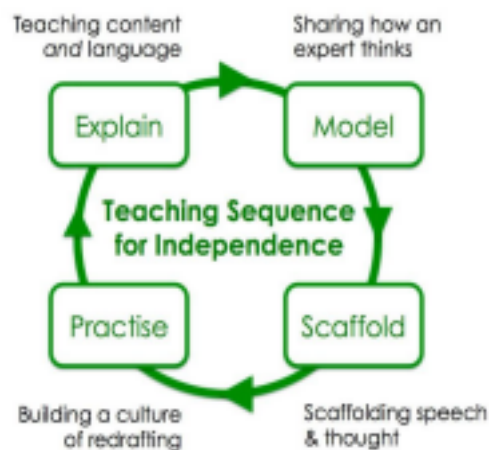
## English

### Reading -

Is explicitly taught through quality texts that inspire and engage the children. We approach the teaching of reading through whole class reading sessions across the week. We use Reading Vipers (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Sequencing/Summarising) recorded in reading journals as well as discrete fluency activities. More reading is embedded within the main English session daily and across the wider curriculum to introduce children to new concepts and vocabulary. The adults in school enable children to gain access to texts that are provoking, challenging and stimulating as we acknowledge that not all children can access them independently.

### Writing

We take children through a writer's journey in order to improve them as writers. Firstly, children are exposed to a particular genre where they learn about particular key features and techniques, being exposed to what a good one looks like as an example. Next, children are given a purposeful and exciting writing stimulus which promotes and encourages creativity. They explore and record their ideas through drafting, editing and proofreading, honing their skills through focussed teacher feedback. Finally, children present their completed work before being challenged to compose their own independent piece of writing based on their studied genre. Throughout the process, spelling, punctuation and grammar weave into work through morning jobs, warm-ups and shared writes, ensuring that skills are recapped and reinforced to embed and instil deeper understanding. We promote handwriting through 'Handwriting Heroes and Heroines' where we have a clear set of criteria for identifying children who are making progress in their handwriting; this is linked to our own handwriting policy which we have produced.





### Physical and mental health and well-being

The promotion of understanding and managing pupils' emotional health and well-being is threaded through the week at our schools.

Weekly Gospel values sessions are often linked to our weekly assemblies. An emotional health and well-being focus is set in the school council meetings which meet regularly to reflect on what is going well in school to support pupils and develop ideas for further help. We aim to respond to how pupils want to support their own social and emotional development through school, each class has a worry box that they can access at any time. We promote healthy lifestyles through the following:

- All children are given opportunities to complete the 'Daily Mile' •  
The school promotes healthy eating through healthy snacks  
All children have the opportunity to visit the local Forest School
- There is a very well-designed P.E curriculum that leads to children developing excellent skills and competition in a range of local tournaments
- Peer mediators at play time offer peer to peer support with playtime difficulties •  
Play Ambassadors support the lunchtime supervisors in setting up and maintaining structured playtime games and social skills activities
- Daily collective worship gives children the opportunity to discuss their thoughts and feelings
- We follow RSHE programme 'Life to the Full' which is rooted in the Catholic Faith

### Subject Coordinators

- Subject coordinators have created Vision Statements for their subjects. This is so that all staff, parents and children can be clear about what each subject requires.
- Based on these Vision Statements, Subject Coordinators can monitor and assist where appropriate.
- Each subject will have its own particular approach and the applications might be different. Progress is monitored from subject to subject and our Subject Coordinators recognise that the same size does not fit all.
- Subject specific skills, resources, activities and knowledge is explained and the Subject Coordinators take pride in their areas of leadership. They have a clear plan of action for their subject area through a Disciplined Inquiry approach.

### Music enrichment

Every child has an opportunity to learn a musical instrument by the time they leave school. The school offers a range of enrichment opportunities in music, including the experience of 1:1 tuition for guitar and piano lessons and ensemble instrument instruction. Children at St. Edmund's and St. Benet's participate in two

high quality performances (Christmas Reception/KS1 production and an end of Y6 school play). Key music skills related to the curriculum are delivered through Charanga.

### House points and School Council

At St. Edmund's and St. Benet's we place great importance on improving the children's learning skills; this is done through the school's teaching of Growth Mindset. Children are rewarded in class with house points for displaying a range of different qualities that we have identified as key qualities that will help to make a successful learner and citizen. Children demonstrating these skills are awarded house points and/or pupil of the week certificates in celebration assembly.

House Captains are elected by their peers each new academic year and lead in motivational speeches to their houses each week in celebration assembly. The School Council Chair gives certificates each week to those children identified for fair play at break times.



### Impact

First and foremost we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth. Measuring impact is not simply a box-ticking exercise. There is an importance on measuring what children have learned through a variety of ways such as outcomes, quizzes, dialogue and 'products'.

### Progress

English and Maths take up the greater part of our timetable. Other subjects are just as valued, but may not have so much of the timetable dedicated to them. Despite this we recognise that each child is different and that learning takes place over the course of a Key Stage and the whole primary curriculum.

How we know we are successful in this is through:

- Teacher assessment - formative - through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work, reasoning. Summative - POP tasks (Proof of Progress), end of period of learning tests, live marking, double page spreads and assessment quadrants.
- Learner Voice - pupil questionnaires, self and peer assessment, school council, learning dialogue in the classroom that encourages self-evaluation.
- Parental Feedback - parent questionnaires, parent café, fabulous finish afternoons, parent/teacher meetings, Facebook group polls, informal meetings before and after school, PTA
- Pupil Progress meetings - internal with SLT, subject leadership, staff based around assessment quadrants
- Quality Assurance - peer observations, drop ins, learning



walks, book looks with children, internal comparative judgement

- Positive Attitudes to Learning - children engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- Respect - visibly demonstrated through their school environment, their work, interactions, moral responsibility, spirituality
- Participating in Community - proudly representing their school through Mini Vinnie group, school council, intergenerational events, sports tournaments, Artsmark work, community events, invited guests
- Case Studies - to measure the academic, personal, social and emotional progress of our most vulnerable children through case studies, Pupil Premium Champions • External data - SATS, Phonic screening, Times Tables testing, ISDR

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at each child. We consider our children as individuals who are facing future challenges and ultimately leave us high school ready having enjoyed and embraced their learning experiences along the way.

