

St Mary's RC Primary Academy Boston



Curriculum Policy

Mission Statement

We love, we grow, we learn; walking with faith in the light of the Lord.

Date Adopted: March 2021
Date of Review: March 2023

Rights Respecting Articles

Article 3

The best interests of pupils must be the primary concern in making decisions that may affect them. All adults should do what is best for pupils.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this convention, so that you can live a full life.

Article 28

All pupils have the right to a good primary education, which should be free.

Introduction

Here at St Mary's RC Primary Academy we strive to provide a creative curriculum that engages and reaches out to all pupils. We aim to bring learning to life by providing high quality teaching and inspiration learning activities which link to all areas of the curriculum. Through the use of Cornerstones projects, we want pupils to engage, develop and innovate, and allow pupils to express their ideas through a range of activities.

Since the new National Curriculum was introduced by the Government in 2014/15, we have been working hard to refresh our school approach and provision for pupils. As part of this work we implemented the Cornerstones Curriculum, a nationally recognised approach for delivering outstanding learning opportunities for pupils.

Intent

Our aim is for every pupil to reach their potential as a unique, well-rounded individual and as a valuable citizen in our local, national and global community based on a Catholic Education that firmly places Christ at the centre of all aspects of school life. We need to ensure that every pupil, no matter from what background they they're from, are fully prepared for the next stage of their education. It is essential that the pupil in our school have excellent communication skills and this is a key feature of our curriculum. We ensure that our pupils are fully prepared to thrive in the different curriculums offered by our various feeder schools in the area. In Boston, pupils have a choice of schools through a selective system. Currently 90% (2018) of our pupils moved onto a Grammar school.

We deliver The National Curriculum (2014) for all pupils and as a Catholic School our RE curriculum is at the heart of what we do here at St Mary's and addresses wellbeing beyond the National Curriculum. Finally, PE is of vital importance to our pupils. Here they can access a variety of experiences and learn new skills which will support them in growing into healthy, resilient young individuals that can make informed lifestyle choices.

Implementation

Knowledge is facts and information, and skills are the application of knowledge in a range of contexts. We adhere to the HMCI comment 'knowledge underpins and enables the application of skill' and we understand that both need to be developed alongside one another.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the new 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our new curriculum will be delivered through Imaginative Learning Projects (ILPs) which will provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our pupil's learning.

Our curriculum offers valuable first-hand experiences to enrich the curriculum, with a range of activities taking place during lunchtime and after school to enhance pupil provision. We work hard to include the 'wow' factor to motivate and inspire our learners and to prepare pupils for the world they live in today and for the future.

St Mary's is an inclusive school and a range of strategies and resources are available to ensure that all pupils can access our curriculum. This includes support for pupils with SEND, learners with English as an additional language and more able pupils.

We recognize the importance of making links between home and school and encourage parental involvement with the learning of homework. Weekly homework activities are set, as well as daily reading and times table practice. This allows pupils to:

- Practice and consolidate their skills and knowledge.
- Develop and extend their techniques.
- Share work with their family.

Delivery

We believe pupils learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides lots of learning challenges throughout the academic year that will require pupils to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Our English curriculum is delivered through the use of high quality texts and visual media to ensure high expectations are in place, as well as exposure to new experiences and vocabulary. This drives the objectives that need to be taught alongside the promotion of reading for pleasure.

Our daily maths lessons promote the skills of discovery and mastery of learning, supported by the White Rose scheme of learning.

Our RE Curriculum in line with other Diocesan vision and along with all schools in the Nottingham Diocese is delivered through the 'Come and See' Curriculum. In EYFS and Key Stage 1, 2 hours per week is taught, and in Key Stage 2 the expectation is that 2.5 hours per week is taught.

At St Mary's, education regarding Relationship, Sex and Health Education (RSHE), is based on the 'Life to the Full' as provided by Ten Ten and approved by the Nottingham Diocese. As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church.

The education of pupils in human sexuality is an important, precious and privileged responsibility.

We also use the PSHE Matters programme. Personal, Social, and Health Education (PSHE) is central to giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

PSHE enables students to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning. Safeguarding is a key element of PSHE as pupils learn about their own identity, risks, decision-making and how to keep themselves safe.

St Mary's uses Read Write Inc as the model for delivering phonics across Key Stage 1. For pupils who need additional phonics support in Key Stage 2, firstly Read Write Inc is used before moving onto Fresh Start.

We go beyond the expectation of the National Curriculum in our PE provision. We provide specialist PE Teachers to enrich and enhance pupil's experiences through their senses and physical interaction with their surroundings, both in the curriculum and through extra-curricular opportunities. We offer a vast array of opportunities to participate and excel in sporting events and all pupils in school from Year 1 to Year 6 have the opportunity to learn to swim. PE is of vital importance to our pupils. Here they can access a variety of experiences and learn new skills which will support them in growing into healthy, resilient young individuals that can make informed lifestyle choices.

We are working towards the 'Rights Respecting' Level 2 Accreditation, this will develop our Curriculum to improve the wellbeing of all our children.

Impact

Our quality curriculum ensures that our pupils leave us as with a wealth of experiences and as well rounded, resilient individuals that are able to reach their potential; academically, personally and spiritually. Our pupils leave St Mary's feeling loved, valued and confident learners ready for the challenges on their learning pathway with an awareness and a sense of pride for the area they live and maybe one-day work in.

Through our curriculum, we strive to ensure that our pupil's attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of our pupils. Our learners are guided by all staff on how to approach challenges everyday. This could be on the playground, in a game of disagreement, or in class with a complex learning challenge. The impact should be that children don't give up, show resilience and are highly motivated to success and achieve, equipped with the personal skills to do this.

Our learners will be motivated by a strong sense of morality, grounded by our Catholic ethos and school values of hope, mercy, truth, love and peace. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, resilient to the influence of others.

Curriculum enhancements	We ensure that every child feels:	A Sense of Belonging		Valued for who they are		Respected		
	Some Key Challenges with returning to school	Anxiety	Adverse Experiences	Friendships	Social Development	Family	System Factors	
	Seven ways to bridge the lockdown gap	Pastoral Support for pupils: Emotional wellbeing: mental health, heightened anxiety, bereavement, re-adjustment to school life	Quality blended teaching and learning: Clear learning outcomes, differentiation, interaction, feedback, digital access.	Curricular innovation: Outdoor learning, character education, talking about COVID-19, heightened self-hygiene.	Professional learning opportunities for teachers CPD: Availability, affordability, hardware and software developments needed.	Focused learning support: Testing pupils, analyse gaps, availability of support, pupil absence.	Catch-up tutoring: Availability of teacher/tutors, affordability, safeguarding, digital access.	Enhanced parental engagement: Clear guidance for parents, minimise parental concerns, how to develop digital access.
	Our Teaching Intentions are	Ensure that all children feel physically, socially, emotionally and academically safe.	Ensure that there is effective provision of remote learning.	Make opportunities to discuss and process children's experiences over the past 6 months Develop creativity through projects.	Share practice across our Trust. Ensure that teachers have the skills needed to develop a blended and technological enhanced learning.	Ensure that teachers quickly assess what exactly are the learning needs of the different children in each class, especially for the most vulnerable (SEND, EHCP, FSM)	Ensure that the widest learning gaps are bridged, understanding that some children may not have engaged in home learning as effectively as others.	Ensure that we build on communication developments and continue to welcome parents and expand on the positives from the Lockdown.
Our Gospel Values permeate through everything we do	Mercy	Truth	Love	Hope	Peace			
Teaching Intentions	Our provision is informed by current research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum	The classroom climate created by teachers inspires and motivates all pupils. We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.	Developing strong partnership with parents and carers that influence learning at school and home. Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.	Teachers have deep knowledge of the subjects they teach. All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.	Metacognition: In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.	Teachers monitor learning and provide feedback. Teachers understand the gaps in learning and plan to enable the children to revisit past learning in order to develop their "sticky knowledge."	Teachers empower children to take control of their own learning. Teachers foster the drive for children to develop their thirst for knowledge. All teachers re-empower the children's love for learning.

Assessment

Ongoing assessment includes:

- Marking pupil's learning (in line with our Marking Policy)
- Self-assessment of the key skills learnt
- Peer assessment.
- Questioning and discussion.
- Group work activities.
- Summative assessment using Cornerstones Test papers, Star Reading and Star Maths.

Enrichment

All pupils, regardless of need, will experience a variety of enrichment activities to complement the curriculum. The needs of all pupils will be accounted for when planning these experiences. These include:

- Topic related off-site visits.
- Outdoor learning.
- Use of quality resources both in and out of the classroom.
- Visitors from outside of school.
- Extra-curricular clubs.

Expectations

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).

Pupil Voice

Pupils are the heart of St Mary's School and their views matter. Through the School Council and regular opportunities within class, pupils are able to make a positive contribution to the school and the wider community. They:

- Take part in age-appropriate discussions.
- Express their opinions on a range of different topics and issues.
- Say what they like and dislike about their learning.
- Make choices about things that are important to them and contribute to planning their own learning.

Well-being

The importance of well-being is increasingly being recognised throughout society. At St Mary's we already understand the importance of well-being and have designed a curriculum with this in mind so that pupils can:

- Develop self-esteem and confidence in their abilities.
- Recognise that people are good at different things.
- Learn in a peaceful and supportive environment.
- Reflect and think mindfully about their learning.
- Follow their own interests and be themselves.
- Work in a range of groups and settings.

Roles and Responsibilities

The Headteacher and the Governing Body have overall responsibility of the Cornerstones Curriculum, supported by the subject leaders. The subject leaders are responsible for the overseeing of the delivery of the curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within topics.
- Regular reviews of the curriculum through staff and pupil discussions.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking to pupils about their learning.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning on order to optimise learning opportunities when they arise.

Policies

For further reading please see the policies listed below.

- Marking and Feedback Policy
- Presentation Policy
- RSE Policy

Signed

Date

Chair of Governors