



The Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools



Curriculum Statement

Intent

The broad and balanced curriculum at The Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools is designed to ensure that pupils recognise their unique skills and talents, have a passion for learning, are equipped to contribute positively to the community, achieve well and have high aspirations. It is underpinned by the core values of our mission statements and is driven by an understanding of and proactive response to our schools' distinctive ethos as Catholic schools and to the culture and diversity of our local and wider communities. It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning, supporting pupils for their next stage. These values are taught on their own and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

The Federation of St Joseph's and St Thomas More Roman Catholic Voluntary Aided Primary Schools is committed to meeting the requirements of the primary National Curriculum and the requirements of the Bishops of England and Wales as our pupils pass through each key stage. Our schemes of work reflect the content and challenge of the curriculum.

Teachers have received training in key areas of curriculum change in order to provide outstanding curriculum provision.

Experiences for pupils are:

- Inclusive
- Exciting
- Challenging
- Engaging
- Real and experiential
- Relevant to their context
- Influenced by pupils
- Progressive
- Values-led
- Safe

The curriculum is designed to include:

- A clearly articulated learning journey with a purposeful outcome
- An engaging stimulant for learning
- Opportunities for pupils to contribute to planning the learning journey
- Real experiences
- Application of basic skills including computing
- Cross-curricular links where they add value



Live fully, act justly



Implementation

The curriculum at The Federation of St Joseph’s and St Thomas More Roman Catholic Voluntary Aided Primary Schools has been designed to ensure that children receive their curricular entitlement in a way which is meaningful to their:

- context
- stage of learning
- capabilities
- interests
- prior experiences

Our pedagogical approach is designed to enhance the learning experience for pupils and each unit of work includes the following opportunities when appropriate:

- Links to English units
- Links to mathematics units
- Basic skills to be reinforced during the unit

The National Curriculum is typically delivered using an integrated topic approach and pupils responses are assessed and monitored to ensure coverage and progression throughout the schools. Subjects are taught in distinct lessons when the core skills and knowledge would not be appropriately addressed through the integrated approach. All children are challenged, appropriate to their capabilities; children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

Learning journey	The learning journey is explicitly shared with children in order to ensure they connect to the ‘big picture’ of their learning, i.e. knowing what to expect. Teachers use their professional judgement in making decisions how this should be shared and what to include. Teachers may choose not to share all aspects in order to create suspense and curiosity for parts of the learning journey. Each class will have displays which include representations of the learning journey which is referred to and added to as the unit of work progresses. This display could take many different forms.
Engaging provocations for learning	Teachers identify an entry point to the learning in order to motivate and engage children. This can take many forms, for example: trip, object, story, painting, question, a child, a visitor, video, newspaper, music, poem or artefact from home.
Pupils’ contributions	Input from pupils is seen as an integral part of the learning journey.



Live fully, act justly



	<p>Pupils may undertake a pre-learning task prior to the unit starting to help the teacher structure the planning; alternatively this type of activity may take place once some initial teaching has taken place and children have been introduced to the topic. This is essential to ensure that the curriculum meets the ongoing and varied needs of children.</p> <p>Pupil voice is used throughout the unit to steer learning. Where children pose questions to be answered, teachers use these to ensure that children take responsibility for and develop ownership of their learning.</p> <p>Pupil voice is used on different levels and for different purposes:</p> <ul style="list-style-type: none"> • to discover what pupils already know • to find out what pupils might like to learn • to explore interests and motivations • to enquire how pupils might prefer to learn <p>These inform the structure and design of a unit of work.</p>
Experiences	Teachers actively plan for experiences which enhance and enrich learning. These can be in-school and out of school experiences. The purpose of the experiences is to add value to the learning journey.
Strategies to engage children	<p>Opportunities for speaking and listening include</p> <ul style="list-style-type: none"> • talking to others • talking with others • enquiry- based learning <p>A creative approach, ICT and kinaesthetic opportunities are all strategies used to engage pupils in the learning process.</p>
Outcome	Each unit of work has outcomes which are shared with children. These may be driven by pupil voice. The outcomes provide purpose and relevance for the learning in a unit of work, e.g. performance, video, book, installation, experiential day, classroom transformation, art work and local community events.
Reflection and review	<p>Teachers plan for some reflection and evaluation at the end of each unit of work.</p> <p>These focus on two key aspects in an age-appropriate way:</p> <ul style="list-style-type: none"> • what has been learnt • how it has been learnt. <p>The purpose of this reflection is to enhance pupils' ability to be able to identify how they learn and how they know what they know (meta-cognition) and be able to develop as reflective learners.</p> <p>There are opportunities to review prior learning in lessons. (The <i>Elephant, Dog, Fish</i> approach provokes pupils to recall learning from previous years, (elephant,) previous weeks, (dog,) or very recent lessons, (fish.))</p>
Theme days, weeks and whole school activities	Opportunities within and outside school are planned to enrich and develop the children's learning.



Live fully, act justly



After school clubs and events	Additional opportunities are provided to extend and enhance curricular opportunities.
-------------------------------	---

Pupils work on the Early Learning Goals of the Early Years Foundation Stage Curriculum as they transition from Early Years Foundation Stage to Year 1. Throughout this period and beyond all children continue to develop their phonic knowledge through the Read, Write Inc Programme and develop their fluency in reading through the guided reading programme. Phonics is taught in small, phased groups.

The English curriculum is currently delivered through a framework developed by consultants within the Local Authority and it develops children’s writing skills through imitation, innovation and independence. Alongside this, children experience lessons on grammar, punctuation, spelling and handwriting. Individual and group reading in EYFS and KS1 and guided and group reading in KS2 form the basis of our teaching of reading across the school. Key reading skills are taught discretely.

The mathematics curriculum is currently delivered through a framework supported by the White Rose Scheme of Work. Teaching is supported by NRich resources. Teaching for mastery for all is the basis of mathematics lessons in which children develop their reasoning, investigative and problem solving skills.

There is targeted ability grouping for the teaching of phonics in Key Stage 1 and Key Stage 2; other subjects are taught in mixed ability groups. In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

Specialist teachers and instructors support music and physical education. All subject leaders have opportunities to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. They monitor lessons and work to ensure that learners of all abilities are challenged.

The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas and further development is planned to support pupil well-being.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.



Live fully, act justly



Impact

The following outcomes are used to measure the impact of our curriculum:

- Pupils who are passionate about learning
- Pupils who confidently apply their learning
- Pupils who have relevant key skills
- Pupils' standards and achievements in a range of subjects
- Pupils who understand
 - themselves
 - their relationship with others
 - society
 - the environment



Live fully, act justly

