



'a small school with a big heart'

St Mary's Catholic Primary School, Claughton

Curriculum Intent, Implementation and Impact

At St Mary's Catholic Primary School, the curriculum encompasses our Mission Statement,

Guide all on their journey of faith

Nurture a love of learning

Encourage happiness, confidence and personal fulfilment

Support all in achieving their full potential.

The curriculum in its full sense comprises the entitlement for all pupils and the opportunities for learning provided by the school.

It includes the formal programme of lessons in the timetable, which ensure the delivery of the Early Learning Goals, the National Curriculum according to statutory requirements and the agreed syllabus for Religious Education.

It also includes the 'extra-curricular' and 'out of school activities' promoted and supported by the school and the 'hidden curriculum' that being the relationships, behaviour and quality of life established in our school community as a whole.

Intent

Our school curriculum is underpinned by our Mission Statement. In particular it is based on the following principles:

Catholicity and morality

We believe that the rites, practices and teaching of the Catholic church drive what we aim to achieve with all members of our community. We promote moral education driven by Gospel values to instil principles that guide our choices. We aim to develop the spiritual dimension in all of us in order to question our meaning and purpose. We promote social and cultural education to help each of us positively relate to each other and an appreciation and tolerance of the differences that exist within our society.

Pupil individuality and worth

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others.

Opportunity and access

We believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

Breadth, balance and creativity

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Learners acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Pupils are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects.

Continuity and progression

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfillment.

Differentiation

We believe the curriculum must identify and meet the varying needs and ability levels of all pupils. There must be sufficient differentiation in the teaching strategies for challenging but realistic goals to be set and for the motivation of each pupil to be established and maintained.

Partnership with parents

In determining the curriculum we are mindful that our role is one of partnership with parents. We welcome the participation of parents and value their contribution to the life of the school and include them where appropriate as members of our learning community.

Implementation

Planning the curriculum

Teachers plan the curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Differentiation

The teaching of a unit of learning is differentiated according to the ability and age of the children. The expectations and outcomes of the children are in keeping with the children's ability and age.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Gospel values

Teaching and learning promotes many gospel values over and above the acquisition of knowledge. It allows the children to develop values of love, tolerance, understanding, patience and forgiveness and acceptance which contribute to the understanding of our Christian and cultural heritage.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book scrutinies, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book scrutinies, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities.

These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.