St. Joseph's

Catholic Primary School

Curriculum Policy

Last Reviewed Date – March 2023

Curriculum Policy

Our Vision:

Our curriculum is integral to the fulfilment of our school vision:

Our vision is At St. Joseph's is that each individual will **learn, grow and thrive** together with love and faith in Jesus. We will embrace our gospel values and enable all children to **achieve their full potential** in a safe, welcoming and happy learning environment. We will strive to **create responsible citizens** who are **independent, confident, life-long learners** and are equipped to meet the challenges of a changing future **– the people who God calls them to be.**

'We will learn, grow and thrive together with love and faith in Jesus to achieve their full potential….'

St. Joseph's vision for the children, is that they leave St. Joseph's having achieved their full potential in all areas and have the necessary skills and knowledge to flourish to their next phase of education and life. As children learn and grow, we want them experience a deep sense of joy in everyday life and to feel happy, confident and full-filled, having enjoyed an enriching curriculum at St. Joseph's. We want us to approach our curriculum with enthusiasm and a thirst for knowledge. Through a broad, diverse curriculum and for children to develop new interests and passions. Children need a world class education which enables them to grow in wisdom, knowledge and a skills so that they may have a transformational impact upon society. We want children to receive an exceptional curriculum by inspirational, knowledgeable teachers who deliver academic excellence for all. We want our curriculum to enable long-term learning.

'Create Responsible Citizens who are independent, confident, life-long learners who are equipped to meet the challenges of a changing future…'

We want our children to grow up to be responsible citizens and good people. We want them to learn to feel, think and act with respect for themselves and for other people. We want them to feel confident and to develop a strong character whilst providing them with the necessary skills to meet the challenges of a rapidly changing world.

We want our children to leave St. Joseph's with the knowledge, skills and desires to contribute to a fairer and more sustainable world - To help build God's Kingdom. We want them to be successful global learners: As Pope Francis said,

'We are a single family living in a common home. We have a responsibility as stewards of God's earth.'

INTENT:

Our curriculum is driven by the need to prepare our children for lifelong learning. At St. Joseph's, we offer a rich and vibrant curriculum which is memorable and ambitious for all learners. Through our curriculum, we develop the essential knowledge, skills and understanding which are the building blocks for later life. We want our pupils to be both interesting and interested. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that our children are exposed to the richest and most varied opportunities that we can provide. Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best version of themselves. The exploration of new skills and experiences help to nurture resilience, curiosity and creativity. Our curriculum provides learning experiences which promote confident, self-motivated pupils, eager for lifelong learning.

The design of our wider curriculum is based on the research findings of cognitive science. By the time learners have left St. Joseph's, they will have mastered a range of both procedural knowledge (skills) and factual knowledge through repeated low-stakes quizzing; opportunities to deliberately practise and careful planning for progression and depth. Our curriculum is customised to meet the local needs of our learners.

CURRICULUM IMPLEMENTATION:

Curriculum organisation and planning

Whole-school curriculum development planning is a central part of our continuous school improvement cycle.

All subjects are planned using a rolling programme over two years, with the exception of Year 6. The rolling programmes have been developed to create a broad and balanced curriculum over a two-year period. National Curriculum content for both children from both years within the key stage has been carefully considered to ensure that the progression of skills is clear.

- Class 1 – Reception/Year 1
- Class 2 – Year 2/Year 3
- Class 3 – Year 4/Year 5
- Class 4 – Year 6 (Single age)

3D Curriculum

This is a term that we use at St .Joseph's which defines the way we have planned our curriculum. It is a curriculum that promotes remembering. Our philosophy is that knowledge can't empower if it is forgotten. So as well as planning a rich curriculum with high quality material, we have also structured it in a way that makes remembering almost inevitable.

Using our long term 3D curriculum plans, leaders will then:

Create a medium plan for each unit of work, highlighting the vertical, horizontal and diagonal links across subjects and year groups to create a memorable curriculum.

Vertical: 'high-yield' concepts deliberately constructed within a subject that are encountered across year groups (for example, the concept of *power and rule* : this can be

explored through learning the role of the monarchy in Early Years through to Year 6 learning of how Henry VIII used his power to shape the justice system during his rule.

Horizontal: Links between subjects, commonly known as 'cross-curricular' (for example, *invasion*: in Class 3 History, the Viking *invasion* of England; in Class 3 Science, microbes *invaded* bodies; in Class 3 P.E. *invasion* games. Subject leaders work hard to ensure that horizontal links reinforce learning across the curriculum.

Diagonal: Concepts connected across both year groups and across subjects; these are our Golden Threads which weave throughout our curriculum both across subjects and year groups

Diagonal Curriculum Golden Threads

Our curriculum has been designed to give children key knowledge about their identity and their place in the world. Children need to know how modern-day society has been shaped and the impact they can have in the future. Through our curriculum we ensure that children are ready for the next stage of their learning journey.

We help children to achieve our aims through our key knowledge threads:

- Diversity
- Identity
- Community
- Sustainability
- Equality

Teachers will also plan the following for each unit:

- A knowledge organiser which outlines knowledge (including vocabulary) all children must master;
- A cycle of lessons for each subject, which carefully plans for progression and depth;
- A low stakes quiz which is tested regularly to support learners' ability to block learning and increase space in the working memory;
- A 'thinking square', which outlines key concepts/ideas in the learning journey to provide a baseline of current understanding and misconceptions; this will be at the start of a unit;
- Trips and visiting experts who will enhance the learning experience;

Landing Points (Planning for Progression)

Within our 3D long term plan, in order to ensure that understanding is deepened each year, in relation to the vertical links, we have developed landing points. For each vertical link, landing points set out the typical expectations for knowledge and skill development at set times.

Landing points are an invaluable tool in helping teachers to ensure progression within every national curriculum subject. They allow us to set ambitious, challenging learning goals that support pupils to develop mastery. Our curriculum is our progression model; if pupils are

moving through our curriculum as expected, we are confident that they are exposed to challenging learning goals.

Early Years Foundation Stage

The education our children receive in the Early Years is of vital importance. As such, our EYFS curriculum is carefully designed to enable children to develop a strong foundation in all areas of learning. The curriculum is broad and balanced, covering all seven areas of learning and development. It is challenging and structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills and are best prepared to continue their learning journey in Year 1.

Our EYFS curriculum is challenging and is structured strategically so that children develop, consolidate and deepen their knowledge, understanding and skills. It is broad and balanced and has been carefully planned to support our whole school curriculum and our children's continued learning journey into year one. The EYFS curriculum has been adult designed to ensure a strong foundation to learning for our children. However, within each unit of learning there is still the opportunity and flexibility for children to develop their own fascinations, guide learning and enhance the curriculum that is planned.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils identified as vulnerable
- Pupils with SEND
- Pupils with English as an additional language (EAL)

We believe whole-heartedly that every pupil, regardless of their prior attainment, has the potential to achieve and excel in every area of the school curriculum.

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Subject leaders play an important role in supporting teachers to meet the needs of all pupils within their subject.

For more information, please see the SEND Policy, the SEND Information Report and Equality Statement.

Curriculum Policies – Please see individual subject policies for Intent/Implementation/Impact Information.

CURRICULUM IMPACT:

- The teaching strategies that we use, accounting for cognitive science, such as retrieval practise, promotes long term learning.
- Our children demonstrate confidence, independence, resilience and a real thirst for learning. They are life-long learners.
- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children have access to a broad and varied curriculum, allowing each of them to flourish as individuals.
- Our children achieve at least the expected standard across the entire curriculum by the end of Key Stage Two.
- Our children are articulate and confident to talk about a wide range of topics.
- Our children are well prepared to access the challenges of the secondary school curriculum.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Our children grow up being able to make a positive contribution to the world in which they live.
- Our children actively respond to issues that arise to create a fairer and more sustainable world.
- Our children are well-rounded individuals who understand the importance of Gospel, Global and British values
- They become responsible citizens who are independent, confident, life-long learners and are equipped to meet the challenges of a changing future – the people who God calls them to be.