



St. Benet's RC Primary School

Curriculum Overview

Rationale

It is a primary aim of St. Benet's RC Primary School to offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of our children;
- prepares our children for the opportunities, responsibilities and experiences of later life.

Aims

At St. Benet's RC Primary School, we strive for all children to become 'secondary ready' by the end of Key Stage 2. Using the National Curriculum as an outline, we aim to build upon this to provide our children with a broad and balanced curriculum where exciting and stimulating lessons promote the development of children's knowledge, understanding and skills as part of the wider school curriculum.

Statutory Requirements

The Early Years Foundation Stage framework supports an integrated approach to early learning and care. It provides common principles and commitments to deliver quality early education and childcare experiences to all children. Our school curriculum comprises of all learning and other experiences that are planned for our children. The National Curriculum forms one part of the school curriculum. In Key Stage 1 and 2, the curriculum is driven by the statutory requirements in the National Curriculum (2014).

Breadth and Balance

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

- *Living our Catholic Mission*
- *Anything Is Possible – which helps children to build aspirations and know available possibilities for their future lives;*
- *Our Cultural Offer – which helps to promote diversity and an appreciation for the beauty of the region in which they live*
- *Growth –which helps to instil in our children a mind-set that they can continue to learn and grow in all areas of their lives.*

We offer a thoughtful range of experiences that support our culture: children enjoy a full spectrum of academic, physical, spiritual, moral, social, cultural activities that enrich their lives and give them the confidence and skills for a fulfilled and happy life.

We believe that all children should feel clever and experience the feeling of a accomplishment in a wide range of areas. Our curriculum therefore gives children an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical well-being and mental well-being are 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.

We carefully balance the requirement for children to reach National expectations in core subjects with our wider curriculum aims of providing a full spectrum of thoughtful and enriching experiences. As a result our children thrive.

Creative Curriculum

Our Creative Curriculum is planned around the development of generic and subject specific key skills which are essential to learning. These skills are embedded in all learning throughout the curriculum. The cross curricular key skills include children's collaboration with others, thinking skills, problem solving and learning to learn, as well as reading, writing and maths. We believe that these skills will help our children to develop in specific subjects. Alongside the requirements of the National Curriculum, we define essential learning objectives that are repeated throughout age phases in a number of meaningful and exciting ways so that they are learned deeply.

Depth of learning

We define progress as: the widening and deepening of essential knowledge, skills, understanding and behaviours. To do this, we ensure that our pupils don't merely cover the curriculum but repeat it over and over – each time they return to areas, they gain a deeper and more insightful understanding of the skills and processes within each subject. We refer to the 'cognitive domains' of Basic, Advancing and Deep learning to describe the nature of progression. Our curriculum sets out milestones for progress:

Milestone 1: **The expected standard for pupils by the end of Year 2.**

Milestone 2: **The expected standard for pupils by the end of Year 4.**

Milestone 3: **The expected standard for pupils by the end of Year 6.**

EYFS

Learning in the Foundation Stage reflects the EYFS Framework and Development Matters guidance. The curriculum is based around four principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through positive relationships

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- Children develop and learn in different ways and at different rates. Practitioners teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

Learning is categorised into seven areas: three prime and four specific. Prime areas are fundamental; they work together and move through to support development in all other areas. The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The specific areas include essential skills and knowledge. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning the EYFS curriculum are the characteristics of effective learning. Children are given opportunities to play and explore, engage in active learning, and create and think critically.

Teaching and Learning

The school's long term plan is structured to provide an overview of our creative curriculum based on the New National Curriculum 2014 and Chris Quigley's Essential Curriculum. Teachers will use this to support their medium term planning within each age phase. In addition to this, writing tasks are planned across the curriculum for each year group and ensure that the children will have experience of a range of genres and be able to apply basic skills to their writing. The children are encouraged to work independently, with talk partners and in small group situations; where appropriate, groups and individual children are supported by Teaching Assistants. Good practice in reading and writing is shared and modelled in whole class teaching.

Inclusion

At St. Benet's we have high expectations of every pupil. This means that we plan stretching work for our more able children. We particularly aim to ensure that barriers to learning are removed for those children who have low levels of prior attainment and carefully structured challenges for these children, ensure maximum participation and progress.

Assessment and Target Setting

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complimentary types of assessment: assessment for learning and assessment of learning.

Assessment allows teachers to establish individual next step targets with children so they are able to self and peer assess.

Assessment is always used to inform teachers' planning to ensure that work is pitched appropriately and children make progress.

Assessment also allows leaders to monitor children's progress towards individual tracking targets and support staff moving children forward.

Assessments are supported by rigorous moderation and challenge meetings within year groups and across year groups.

Monitoring and Evaluation

The Curriculum subject leader is responsible for monitoring the implementation of this policy and we allocate special time for this task. The subject leader will sample children's work and planning and observe the policy in action in classrooms.

The link governor for Curriculum will meet the subject leader at least annually to support and challenge the implementation of this policy.

This policy will be reviewed every two years or earlier if necessary.

Revised by: Head, staff & governors: Spring 2023

Next Review: Spring 2024 or sooner if regulations / circumstances change