

St Anne's R.C.
Nursery and Primary School

Curriculum Policy
2020

“To help every person here to **achieve** his or her best
in **work** and in **play**.

To **celebrate** whatever is **good** and to **follow** in the
footsteps of **Jesus** by supporting and forgiving each
other,

For the honour and glory of God.”

Curriculum Policy

Statement of Intent:

At St Anne's, Christ is at the centre of all we do. We believe all our children are created in the image and likeness of God. We respect and value all children as individuals and are committed to providing a caring, friendly, and safe environment so they can learn in a relaxed and secure atmosphere. At St Anne's, emphasis on creativity, active learning, celebrating every individual's talents and nurture ensure that children make good and outstanding progress across the curriculum. All pupils at our school receive a progressive and inter-connected curriculum that provides continuity and takes individual differences into account.

At St Anne's, we encourage children to reflect on the awe and wonder of God's creation and believe that learning should be a journey of discovery and excitement, both academically and spiritually. Pupils follow the National Curriculum, where they are immersed in a broad and balanced curriculum that instils a love for learning through practical and first-hand experiences. Our curriculum aims to help our children grow spiritually and aims to help them nurture their relationship with God. We provide a challenging, engaging, well-planned and relevant learning experience both in and outside the classroom. This, combined with high quality teaching, supports children's development and helps nurture a community of versatile, empathetic young people who have a genuine thirst for learning.

Learning at St Anne's is a social activity. Through a Growth Mindset approach to both teaching and learning, our pupils and staff engage in and embrace daily challenges; support each other to succeed and achieve; are resilient and purposeful learners. Pupils and staff are encouraged to be reflective about the quality of their own and peer work. We encourage the development of cooperative learning skills to ensure that pupils can work together as well as learning independently.

Introduction

The curriculum consists of planned activities that we as a school organise in order to promote learning, personal growth and development. We endeavour to cultivate children's knowledge, skills and attitudes to learning in all areas whilst also teaching children how to grow into positive, resilient and responsible people, who can co-operate with others to achieve their full potential.

Values

At St Anne's, we believe that all pupils, given the right provisions and opportunities can achieve and progress in their learning. Through continuing to build a Growth Mindset culture, we show our pupils that achievement and attainment is not 'fixed'. All staff work together to make learning enjoyable, meaningful and relevant, to give all pupils the best possible chance to develop new knowledge, skills and the ability to apply so progress is made. We offer all children a good education in a safe, inclusive, creative and stimulating environment inside and outside the classroom. The school fosters an environment in which we encourage pupils and staff to be creative, unique, open-minded, independent and respectful of themselves and others. We take our

responsibility to prepare children for life in Modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our inclusive curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. Our learning environment is respected and used by all in the school and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations.

Aims:

At St Anne's, we aim to offer a balanced and broad curriculum that enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Explore their spiritual, cultural, mental and physical development
- Learn, practise and apply English, Mathematics and Computing skills
- Make learning more meaningful by putting it into context
- Challenge themselves and engage in deeper learning

Curriculum Intention:

- 1 Develop our learners learning:
To develop the appropriate subject knowledge, skills and understanding in all subjects as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- 2 Develop the characters of our learners:
To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever-changing community. through the integration of:
 - i. Laudato Si (caring for our world and environment)
 - ii. Caritas Catholic Social Teaching
 - iii. The PSHE Curriculum
- 3 Develop behaviours and habits to become effective learners:
To develop the behaviours learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the love of learning, self-improvement and curiosity. Through the integration of the Growth Mindset approach

Implementation of the Curriculum at St Anne's:

Developing our learners' learning

National Curriculum

- Children within Years 1-6 follow the National Curriculum. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance the curriculum as and when necessary.
- At St Anne's, we believe that we should develop our pupils to become 'Lifelong Learners' through the use of a Growth Mindset approach. This creates a classroom culture that cultivates the habits and attitudes of curious, confident and independent learners.
- We have created our own bespoke curriculum which has been carefully planned based on each year groups expectations and the strengths and areas for development across each phase.

Our Core Subjects:

English

- Speaking, listening reading and writing play an important part in the learning process. We follow a three phased planning approach that incorporates reading, speaking, listening and writing skills. Spelling, punctuation and grammar is weaved into each phase to learn, practise and apply skills in the context of learning.

Language

- We promote a language rich curriculum. The development of speech and language is identified as one of the most important parts of our school's early years curriculum. EYFS school baseline upon entry data shows a significant number of children enter Foundations Stage with low speaking and listening skill. The use of Talk for Writing and oral language interventions in EYFS and KS1 support all pupils to access a rich curriculum.
- The promotion and use of rich cross curricular vocabulary throughout school is planned in all subjects and evident in all learning areas.

Phonics

- We follow the Letters and Sounds phonics programme from Nursery. Pupils from Nursery – Year 2 receive daily phonics lessons (year 2 combine phonics and No Nonsense Spellings throughout the week).
- Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes, which represent them. From EYFS we are beginning to deliver phonics in a whole class format to enable staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.
- Intervention is planned for those children working below expected levels.

Spellings

- We follow the National Curriculum and No Nonsense Spelling approaches from Year 2 – Year 6. These sessions are taught three times a week and skills are applied in all writing across the curriculum

Reading

- Reading forms the core of our curriculum. Quality texts are selected by teachers in the knowledge of how they link to areas across the Curriculum.
- We teach reading skills daily and provide opportunities to read in all areas of the curriculum. Pupils follow banded reading schemes until they are able and confident readers, both in fluency and comprehension. Reception to Year 2 have daily Guided Reading sessions and a whole class author

read. Year 3 - 6 continue guided reading four times a week through whole class reading sessions and they have an additional cross-curricular reading session once a week.

- To develop a love for reading, EYFS read three books a day (experiencing 5 different books a week). KS1 have 'story time' at the end of every day and KS2 have class read time at least three times a week.
- Learners need the space and time to make choices about books, and to discover authors and texts they might not get a chance to look at outside of school.

Writing

- Learners are encouraged to write for a variety of purposes and are taught the skills needed to become confident writers. Purposeful writing activities are planned for pupils across all year groups and children are encouraged to use their knowledge of audience and purpose.
- SPaG is taught in context within English lessons and applied across the curriculum, this ensures competent understanding and application of skills and knowledge.
- Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by teachers, and through peer and self-assessment.

Mathematics

- Learners develop their numeracy, problem solving and reasoning skills through a range of practical activities and challenges. We follow The White Rose whole school maths scheme which promotes a consistent approach across the school in terms of key vocabulary and strategies, while providing opportunities for children to apply maths in a range of contexts.
- MyMaths and Timestable Rockstars are accessible for all children in year 1 – 6 for home learning.

Science

- Science is taught discretely, to ensure knowledge and skills are deepened and applied to units and investigations.
- Learners have opportunities to explore and learn about their world.

Foundation Subjects:

- Teachers plan foundation subjects using progressive skills, which show what pupils should be learning in each year group, in each foundation subject.
- Subject leaders check teaching of knowledge, skills and application through monitoring progression, book looks and pupils voice.
- Topics are taught over a half-term or term and children's prior knowledge is drawn on and built upon throughout the unit.
- Opportunities are planned for to ensure Reading, Writing, Maths and ICT skills are applied across the curriculum.
- Discrete subjects - Not all subjects naturally 'fit' within a theme and so these subjects are taught discretely. Subjects will not be tenuously linked as this means that learning lacks the depth of understanding we want to provide our children.

Developing the moral compass of learners

Laudato Si:

Laudato Si priorities are weaved into our teaching and we use opportunities to promote ways we can work together to care for our planet earth through all curriculum areas.

Caritas in Action:

Caritas in Action is taught discretely at the beginning of each year. It guides children to work for the common good, help build a just society, uphold the dignity of human life and work for justice.

Extra-Curricular

- The curriculum encompasses a wide range of learning experiences for the children. Children learn effectively through direct experience, and we offer opportunities for pupils of all ages to enhance their learning experiences by bringing the curriculum alive and making their learning more meaningful.
- We achieve this through well-chosen curriculum visits, workshops, and topic related theme days (including World Book Day, Science Day, Black History Month, Roald Dahl Day etc). Examples of the trips include visits to Robinwood Residential sites, Chester Zoo and The Imperial War Museum. We also personally invite visitors to the school – including poets, local community groups, artists, and parents – who we believe will enhance our curriculum. We are proud to offer a range of extra-curricular activities for children to participate in and develop their own personal interests.

Developing the character of our learners

Values

Pupils' development is rewarded in praise assemblies, communicated to pupils through feedback about their work and explained to parents through Class Dojo.

Learning behaviours

We promote a Growth Mindset approach through our learning powers: Stay Curious, Keep Improving, Make it Better, Be Creative, Be Cooperative, Challenge Yourself, Be Resilient, which are focused upon through teaching and self and peer assessment. This helps to instil independent learning amongst our pupils.

Inclusion

The curriculum is designed to be accessed by all pupils who attend the school. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we do this only after their parents or carers have been consulted. This happens only in very exceptional circumstances.

Develop behaviours and habits to become effective learners

Our Growth Mindset approach supports pupils to become lifelong learners.

We ask learners to undertake positions of responsibility around the school as we believe pupils understand values by seeing them in action in others. These include: The Learning Council, Caritas Ambassadors, E-Safety Ambassadors, Reading Buddies, Bee Buddies, Chaplains and JPLA Sports Leaders.

Links are made throughout the whole curriculum and these are exemplified for children during their learning in the form of success criteria against which they can assess themselves.

PSHE

Planned learning enables pupils to gain an age-appropriate understanding of personal, social and health development. We believe this helps children question and make sense of their place in school, the local community and wider world. By teaching the children in this way, we are preparing them for their independent lives and for making their own decisions and choices as they grow.

Community

The curriculum is planned to enable children to work with local community groups such as visiting the local residential home, working with local charities, collecting and raising money for charities, the homeless and food banks. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.

Curriculum Planning:

Our curriculum is the heart of learning. It is driven by skills which will make our children effective readers, writers and mathematicians and will enable them to progress effortlessly into High School. We offer a progressive and interconnected curriculum that focuses on subject disciplines even when topics are taught.

Each phase develops topics based around the needs of their children. These topics are often centred around geography or history and strong links are made between other foundation subjects where possible to allow pupils to see and make connections, thus deepening their engagement and skills base. Additionally, English and Mathematics is interwoven through the topic giving pupils opportunities to revise and apply their reading, writing and mathematics skills across the curriculum.

When planning, staff consider the depth and breadth of subject content to ensure pupils not only widen but also deepen their knowledge and understanding. We link knowledge, subject specific vocabulary and skills to ensure we are providing rich and varied learning opportunities in both discreet and cross curricular methods. We plan for strong application of skills across all curriculum areas and utilise resources, including the outdoors and wider community through educational trips.

Our curriculum documents enable teachers to plan and develop skills which lead to the achievement of statutory objectives within each unit. We ensure that lessons taught build on knowledge, vocabulary and skills that can be applied to show secure understanding. Staff look back at what pupils have already learnt and use the prior knowledge, vocabulary and skills as a platform to build on and show connections, thus developing wider application of skills. The skills taught are embedded and then applied throughout the curriculum and future learning.

Teachers review learning and skills, adapting plans to ensure lessons address the needs of all children and allow gaps in knowledge, skills and vocabulary to be plugged. We support pupils in every way possible to reach their full potential.

This policy was approved by governors on Thursday 11th November 2020