



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

# Curriculum Policy 2024-25

“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:**

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*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.*

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### **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 that 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 very low speaking and listening skills. The use of the Wellcomm speech and language intervention in EYFS supports all pupils to enable them 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 'Little Wandle' phonics programme from Nursery. Pupils from Nursery – Year 2 receive daily phonics lessons (year 2 combine phonics and year group spellings rules throughout the week).
- Staff systematically teach learners the relationship between sounds and the written spelling patterns or graphemes, which represent them. From EYFS, we 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. Any children who need additional intervention receive 'Keep up' sessions to target their gaps in learning. These are delivered in small groups or 1-1 depending on need.
- Intervention is planned for those children working below expected levels and Year 3 children who have not passed the phonics test continue with personalised phonic/ precision teaching interventions.

## Spellings

We follow the National Curriculum and teach year group spelling rule expectations from Year 2 – Year 6. All children are baselined on the previous year group spelling expectations to ensure gaps are addressed and these are targeted alongside their current year group expectations. These spelling sessions are taught three times a week in Key Stage Two and daily in Year 2. Skills taught 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 ensuring they will challenge our children and expose them to higher level vocabulary.
- We teach reading skills daily and provide opportunities to read in all areas of the curriculum. In the EYFS department, we have specially selected books that match each area of the continuous provision.
- Pupils follow our phonetically decodable banded reading schemes (from the Little Windle scheme) which are in line with their phonic phase and ability. They rehearse and read their book with support three times in a week and once confident, take the book home to read independently. Our children follow this cycle 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 where they are exposed to challenging texts and tier 3 vocabulary. Reading skills are the focus, with comprehension skills (VIPERS) being taught after each text has been read, rehearsed (echo reading approach), discussed and analysed.
- To develop a love for reading, EYFS and KS1 have created 'Book Vote' stations in the classroom and children develop opinions and share their feedback of books from an early age. Whole class reads happen daily, ensuring our children in EYFS and KS1 experience five new books a week. Children take home a sharing book to enjoy with their parents/ carers as well as a phonetically decodable book to promote discussion and a love of reading at home.
- KS2 set 'Starbook' challenges to encourage reading for pleasure at home. Children in KS2 visit the school library to choose a book and teachers monitor progress and set each child an additional banded book in line with their age-related expectations. This ensures pitch is accurate and progress is tracked. 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. We encourage this through termly class visits to Droylsden Library and asking our children about their book interests when ordering for our school library.

## 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.

- Times Table Rockstars is accessible for all children in Year 1 – 6 for home learning.

## **Science**

Science as a core subject is taught discretely to ensure knowledge and skills are deepened and applied to units and investigations. We follow the White Rose Science teaching and learning programme which is built on a clear progression of conceptual knowledge and ensures we systematically develop the children's knowledge of big ideas and their scientific skills. Learners have opportunities to explore and learn about their world and we encourage them to discover Science in everyday life.

## **Foundation Subjects:**

- Teachers plan foundation subjects using progressive skills and knowledge, 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.
- Foundation subject units are taught over a half-term and children's prior knowledge is drawn on and built upon throughout.
- Opportunities are planned for to ensure Reading, Writing, Maths and Computing skills are applied across the curriculum.
- Discrete subjects – Most foundation subjects are taught discretely but where links can be made in a meaningful way, they are. Subjects are not tenuously linked as this means that learning lacks the depth of understanding we want to provide our children.
- To support progression in Computing, we follow the Purple Mash Program of study which ensures all three strands of computing (computer science, digital literacy and information technology) are delivered consistently and with appropriate challenge and progress across school.

## **Developing the moral compass of our 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 Portland Basin, Robinwood Residential sites, The Fire of London Experience, Chester Zoo and The Imperial War Museum. We also personally invite visitors to the school – including poets, local community groups, leaders from other faiths, 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 celebration assemblies, communicated to pupils through feedback about their work, shared with parents/ carers and celebrated in our weekly newsletter.

#### **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 when children have a personalised plan in place.

### **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, GIFT Team, Reading Buddies 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.

#### **SRE**

We follow a tailored RSE scheme, Ten Ten, in which pupils revisit the same topics at an age-appropriate stage through their school life. We teach about personal health, physical and emotional wellbeing, strong emotions, personal relationships, family structures, trusted adults, growing bodies, the dangers of social media, an understanding of the Common Good and living in the wider world.

The entire teaching is underpinned with a religious understanding that our deepest identity is as a child of God – created, chosen and loved by God. 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 informed decisions and choices about their wellbeing, health and relationships as they grow. The programme is fully inclusive of all pupils and their families, ensuring families are aware of the programme being delivered and have access to the parent portal.

#### **PSHE and Mental Health**

We invest in a mental health programme called 'My Happy Mind' that is validated by the NHS to help all of our children develop an understanding of their emotions and develop a whole school culture of positive mental health and well-being. It is a science-backed programme which helps to prepare our children for tomorrow's world by building resilient, balanced and happy minds at home and in school. Parents/ carers also have access to the mental health programme to support their child at home and each child is given their own 'My Happy Mind' workbook to encourage self-reflection and awareness.

### **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.

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 addressed. We support pupils in every way possible to reach their full potential.