# ST ANNE'S RC PRIMARY SCHOOL CURRICULUM POLICY

Whole School Curriculum Policy 2026 to 2027

### Policy Statement and Catholic Mission

At St Anne's RC Primary School, the curriculum is the planned learning experience through which every child is known, valued and enabled to flourish. Christ is at the centre of our work. We recognise every pupil as created in the image and likeness of God and provide a broad, balanced, ambitious and inclusive curriculum that develops knowledge, understanding, character and faith.

## Our Mission

"Following in Jesus' Footsteps with Love in Our Hearts."

Our mission shapes both what we teach and how we teach it. Learning should help pupils seek truth, recognise the dignity of others, care for creation, act with compassion and contribute to the common good. High expectations and loving support work together so that pupils experience success, challenge and belonging.

## Scope

This policy applies from the Early Years Foundation Stage to Year 6 and covers the taught curriculum, enrichment, wider personal development, educational visits and extra-curricular opportunities. It should be read alongside subject policies and progression documents, the Teaching and Learning Policy, Assessment Policy, SEND Information Report, Equality Policy, Accessibility Plan, RSE Policy and Catholic Life and Mission documentation.

# Curriculum Intent

Our curriculum is designed around the pupils of St Anne's and the community we serve. It secures strong foundations in communication, language, reading, writing and mathematics, while protecting pupils' entitlement to the full range of subjects. It builds knowledge deliberately over time and gives pupils repeated opportunities to remember, connect, apply and communicate what they know.

## We intend that every pupil will

- know more, remember more and make meaningful connections within and between subjects
- become a fluent, confident reader and an effective speaker, listener, writer and mathematician
- develop secure subject-specific knowledge, vocabulary and ways of thinking
- experience a broad range of creative, cultural, scientific, technological, physical and linguistic learning
- grow in faith and understand Catholic Social Teaching, including human dignity, solidarity, stewardship and service
- understand and respect difference, challenge prejudice and be prepared for life in modern Britain
- develop curiosity, independence, resilience, cooperation and pride in high-quality work
- learn how to keep themselves and others safe, healthy and mentally well, including online
- see themselves represented within the curriculum and encounter lives, cultures and achievements beyond their immediate experience
- leave Year 6 well prepared for secondary education and for their next stage of learning.

## Our Curriculum Principles

- ambition for all
- strong foundations
- careful sequencing and progression
- rich language and reading
- inclusive teaching and reasonable adjustments
- authentic local and global connections
- meaningful assessment
- spiritual, moral, social and cultural development
- pupil voice, agency and service

## Statutory and Inspection Framework

As an academy, St Anne's provides a broad and balanced curriculum in accordance with its funding and statutory duties. The school uses the national curriculum programmes of study as the core entitlement for pupils in Years 1 to 6 and follows the statutory Early Years Foundation Stage framework in Nursery and Reception. Religious Education is taught in accordance with the requirements of the Catholic Church and the Diocese of Salford.

The curriculum also reflects statutory requirements for relationships and health education, equality, special educational needs and disabilities, safeguarding and fundamental British values.

# Curriculum Structure and Entitlement

## Early Years Foundation Stage

In Nursery and Reception, the curriculum is shaped by the seven areas of learning and the characteristics of effective teaching and learning. Adults use purposeful interaction, direct teaching, high-quality texts and carefully planned continuous provision. Starting points and ongoing assessment inform next steps without narrowing children's experience. Communication and language, personal development, physical development and early reading are prioritised so that children are ready to succeed in Key Stage 1.

## Key Stages 1 and 2

Pupils are taught English, mathematics, science, religious education, computing, design and technology, history, geography, art and design, music and physical education. A modern foreign language is taught in Key Stage 2. Relationships and health education, personal, social, health and economic education and citizenship are taught through planned provision and wider school life.

## Core and Foundation Subjects

English and mathematics are taught daily, while Religion, science and foundation subjects receive sufficient regular time to secure the planned curriculum. Subjects are taught discretely where their distinct concepts, vocabulary and disciplinary practices need protection. Meaningful links are made when they strengthen understanding; tenuous themes do not replace subject progression.

## Implementation Teaching and Learning

Teachers begin with the agreed curriculum and identify the precise knowledge, vocabulary and skills pupils should gain. Lessons connect to prior learning, make new content clear, provide guided and independent practice and check what pupils have understood. Teaching is responsive without lowering the intended ambition.

## Consistent Features of Effective Teaching

- clear explanations, models and worked examples
- explicit teaching and repeated use of important vocabulary
- retrieval and review that strengthen long-term memory
- carefully chosen questions that reveal understanding and misconception
- guided practise before pupils work with increasing independence
- appropriate practical experience, discussion, investigation and problem solving
- high expectations for spoken language, presentation and subject-specific responses
- timely feedback and opportunities to improve
- adaptations that remove barriers while retaining the curriculum goal.

## Planning

Long-term maps secure coverage and sequence. Medium-term plans identify end points, prior learning, component knowledge, vocabulary, assessment opportunities and likely misconceptions. Daily planning is proportionate and may be adapted in response to assessment. Published schemes are resources that support delivery; teachers and subject leaders remain responsible for ensuring that content fits the school's intended sequence and pupils' needs.

## Resources and Learning Environment

Resources are accurate, age appropriate, representative and accessible. Displays, working walls, practical equipment, technology, artefacts, texts and visits are used when they improve learning. Staff check resources for bias, stereotypes, safeguarding concerns and unnecessary cognitive overload.

# Strong Foundations in Language Literacy and Mathematics

## Oracy and Vocabulary

Speaking and listening are deliberately developed across the curriculum. Teachers model standard English while valuing pupils' home language and dialect. Sentence stems, partner talk, rehearsal, performance and structured discussion help pupils explain, reason and build confidence. Each subject identifies and revisits essential vocabulary.

## Early Reading and Phonics

Little Wandle Letters and Sounds Revised provides a systematic synthetic phonics programme. Pupils practise with decodable books matched to taught grapheme-phoneme correspondences. Assessment identifies pupils who need prompt keep-up or catch-up support. Staff receive training and leaders monitor fidelity, progress and the quality of reading practice.

## Reading

Reading is central to the curriculum. Pupils encounter carefully selected fiction, non-fiction, poetry and scripture that develop fluency, comprehension, vocabulary, knowledge and reading for pleasure. Adults read aloud regularly. Classroom and school libraries support choice, representation and access to increasingly demanding texts.

## Writing

Pupils learn to compose for real purposes and audiences, drawing on rich texts and curriculum knowledge. Transcription, spelling, handwriting, grammar and sentence construction are taught explicitly and applied in extended writing. Teachers model planning, drafting, revising, editing and publishing. Pupils write independently often enough for teachers to assess what they can do securely.

## Mathematics

White Rose materials support a coherent mastery-informed curriculum. Teaching develops fluency, reasoning and problem solving through precise representations, mathematical language and carefully sequenced practice. Number facts, place value and multiplication knowledge are secured so that pupils can access more complex mathematics. Assessment informs timely support and additional challenge.

# Subject Curriculum and Wider Development

## Science

White Rose Science supports progression in substantive and disciplinary knowledge. Pupils learn scientific concepts through enquiry, observation, measurement, pattern seeking and evaluation.

## Computing and Technology

Teach Computing supports the computing curriculum across computer science, information technology and digital literacy. Online safety is revisited in computing, RSE, safeguarding education and everyday use of technology. Design and technology develops purposeful designing, making and evaluating, supported by technical knowledge and safe practice.

## Humanities

History and geography are organised around clear enquiries and secure chronological, locational and disciplinary knowledge. Local studies make purposeful use of Manchester, Tameside and the surrounding area.

## Arts

Grammarsaurus supports progression in art and design & technology, including chromatic, monochromatic and sculptural work.

## Music

Our music curriculum inspires children to develop a love of music and their confidence as musicians. Music combines the key strands of listening, performing, composing and notation, enabling pupils to experience, understand and create music in a variety of forms. Our curriculum is supported by the 'Get Set 4 Music' scheme, which provides a progressive and engaging sequence of learning across all year groups. Through singing, instrumental work, musical appreciation and creative composition, children develop their musical knowledge, skills and understanding while exploring a wide range of musical styles, traditions and cultures.

## Languages

French in Key Stage 2 develops listening, speaking, reading, writing and intercultural understanding supported by Grammarsaurus.

## Physical Education

Physical education develops competence, confidence, teamwork and healthy participation. Pupils receive a progressive programme of games, gymnastics, dance, athletics and outdoor activity, alongside swimming and water safety at the appropriate stage. Participation, safety and reasonable adjustment are planned for all pupils supported by GetSet.

## Religious Education Catholic Life and Mission

Religious Education has a central place in the curriculum and is distinct from, while closely connected to, Catholic life and collective worship. Pupils encounter scripture, doctrine, prayer, liturgy and lived faith. Catholic Social Teaching, Caritas and Laudato Si' help pupils understand service, justice, stewardship and the common good. Pupils also learn respectfully about other religions and worldviews.

## RSE, PSHE and Personal Development

Ten Ten resources support relationships and sex education within the school's Catholic ethos, while Jigsaw supports planned PSHE and wellbeing provision. Teaching is age appropriate, inclusive and consistent with statutory requirements. It helps pupils build healthy relationships, understand emotions, protect personal boundaries, stay safe and prepare for changing responsibilities.

# Inclusion and Equity

Ambition for all does not mean identical provision. Teachers identify barriers and adapt teaching, resources, communication, environment and assessment so that pupils can access the intended curriculum. Adaptations are planned with pupils' independence, dignity and long-term learning in mind.

## Pupils with SEND

Ordinarily available inclusive teaching is the starting point. Teachers use the graduated approach of assess, plan, do and review, working with the SENDCo, families and specialists. Pupils may need pre-teaching, explicit instruction, reduced language load, visual support, assistive technology, additional practice or alternative ways to record. Where an individualised curriculum is necessary, it remains ambitious, purposeful and connected to future outcomes and the wider life of the school.

## Disadvantage and Other Barriers

Leaders use evidence, not assumptions, to understand the barriers experienced by disadvantaged pupils, pupils known to social care, pupils with medical needs, young carers, pupils with English as an additional language, pupils with interrupted education and pupils with high prior attainment. Funding and support are evaluated by their effect on participation, learning and achievement.

## Equality Representation and Belonging

Curriculum content reflects the protected characteristics in an age-appropriate way and helps pupils recognise and reject discrimination. Pupils encounter diverse authors, artists, scientists, musicians, leaders, families, cultures and perspectives while learning to discuss difference respectfully. The school makes reasonable adjustments for disabled pupils and anticipates access needs through its Accessibility Plan.

## English as an Additional Language

Pupils' home languages are valued. Staff distinguish between language acquisition and additional learning need, teach vocabulary and sentence structures explicitly, use visuals and modelling, and provide meaningful opportunities to speak, read and write. Access to the full curriculum is maintained.

# Assessment and Curriculum Impact

Assessment helps teachers and leaders decide what pupils know, what they have forgotten or misunderstood, and what should happen next. It is proportionate to its purpose and does not create unnecessary workload or replace teaching time.

## Formative Assessment

- questioning and discussion
- observation and live feedback
- review of work and practical outcomes
- low-stakes retrieval
- quizzes and exit tasks
- pupil explanation and demonstration
- checking application in a new context

## Summative Assessment

Summative judgements are made at agreed points using relevant national standards, school assessment criteria and a range of evidence. Statutory assessments are administered and reported in accordance with current requirements. Moderation within school and with partner schools strengthens consistency.

## Evaluating Impact

Impact is seen in what pupils can recall, explain, apply and produce over time, not simply in completed activities or coverage. Leaders consider pupils' work, discussion, assessment, participation and outcomes together. They pay particular attention to whether different groups receive their entitlement and achieve well from their starting points.

## Reporting to Parents and Carers

Parents and carers receive clear information about their child's learning, strengths, next steps and attainment. Curriculum information is published on the school website and shared through emails, meetings, reports, workshops and regular communication. Families are invited to contribute relevant knowledge and feedback.

# Enrichment Cultural Capital and Community

Enrichment is planned as part of curriculum entitlement, not as an optional extra for a small group. Visits, visitors, residential experiences, performances, sport, clubs, competitions, library use, charity and parish links bring learning to life and expand pupils' knowledge of what is possible.

## Local and Wider Context

The curriculum draws on Audenshaw, Tameside, Manchester and the North West through local history, geography, faith, culture, industry and community partnerships. Pupils also encounter national and global perspectives so that familiarity is extended rather than becoming a limit.

## Pupil Leadership and Service

GiFT Team, Caritas Ambassadors, Laudato Si' teams, Peacemakers, sports leaders and other pupil roles provide authentic opportunities to lead, serve, communicate and improve school life. Participation is monitored so that leadership is inclusive and does not repeatedly favour the same pupils.

## Educational Visits and Extra-Curricular Provision

Visits and clubs are selected for educational value, safety, accessibility and relevance. Leaders consider cost and practical barriers so that disadvantaged pupils and pupils with SEND can participate. Learning from an experience is prepared for and revisited so that it contributes to lasting knowledge.

# Roles and Responsibilities

## Local Governing Body and Trust

- ensure statutory and trust requirements are met
- hold leaders to account for curriculum ambition, breadth, inclusion and impact
- receive clear information about standards, pupil groups and improvement priorities

## Headteacher and Senior Leaders

- set strategic direction and protect curriculum entitlement
- secure suitable staffing, time, resources and professional development
- evaluate implementation and impact and act where provision or outcomes are uneven
- report accurately to governors, the trust and families

## Curriculum and Subject Leaders

- define subject intent, sequence, vocabulary and end points
- support teachers' subject and pedagogical knowledge
- check planning, teaching, work and pupil experience across year groups
- use evidence to identify priorities, evaluate action and secure inclusive progression from EYFS to Year 6

## Teachers and Support Staff

- know the curriculum and the pupils they teach
- follow agreed sequences while responding intelligently to assessment
- maintain high expectations, make effective adaptations and address gaps promptly
- contribute to evaluation and professional development and promote safeguarding, equality and Catholic values

## Monitoring Evaluation and Review

Monitoring is developmental, proportionate and focused on the difference the curriculum makes to pupils. Leaders triangulate evidence rather than reaching conclusions from a single lesson, book or data point.

| Evidence | Purpose |
|---|---|
| Curriculum plans and progression | Check ambition, coverage, sequence, vocabulary and clear end points. |
| Learning visits and professional dialogue | Understand typical teaching, subject knowledge, adaptation and classroom routines. |
| Pupils' work and practical outcomes | See how intended learning is enacted and develops over time. |
| Pupil voice | Explore what pupils remember, understand, enjoy and experience, including barriers. |
| Assessment and outcomes | Identify strengths, gaps, patterns and differences between groups. |
| Participation attendance and behaviour | Check that pupils can access and benefit from the curriculum. |
| Staff voice and professional development | Identify knowledge, workload, resource and implementation needs. |
| Parent and carer feedback | Understand communication, access and pupils' wider experience. |

## Quality Assurance Cycle

Subject leaders carry out planned monitoring across the year and record evidence, action and impact. Senior leaders oversee the whole-school cycle, moderate judgements and follow up priorities. Governors receive concise reports and visit within an agreed framework. Monitoring should result in support, refinement and measurable improvement, not documentation for its own sake.

## Professional Development

Training is linked to identified curriculum and teaching priorities. It may include subject knowledge, assessment, adaptive teaching, SEND, early reading, safeguarding, technology and leadership. Leaders allow time for staff to practise, receive feedback and embed agreed approaches.

## Review

This policy is reviewed annually and sooner when statutory requirements, national frameworks, trust expectations or the school's curriculum change significantly. Subject documentation is reviewed on a rolling basis in response to evidence of pupils' learning.

## Related Legislation Guidance and School Documents

- Academies Act 2010 and the requirement to provide a broad and balanced curriculum
- Education Act 2002
- National curriculum in England: framework for key stages 1 to 4 and primary programmes of study
- Statutory framework for the Early Years Foundation Stage
- Children and Families Act 2014 and SEND Code of Practice 0 to 25 years
- Equality Act 2010
- Relationships Education Relationships and Sex Education and Health Education statutory guidance
- Keeping Children Safe in Education 2026
- Prevent duty guidance
- Political impartiality in schools guidance
- Ofsted state-funded school inspection toolkit and operating guide for use from September 2026
- Religious Education Directory and relevant Diocese of Salford guidance
- school policies for teaching and learning, assessment, SEND, equality, accessibility, safeguarding, RSE, behaviour and attendance.

### Policy Information

| Field | Details |
|---|---|
| School | St Anne's RC Primary School, Audenshaw |
| Policy owner | Headteacher and Deputy Headteacher |
| Approved by | Local Governing Body |
| Policy updated | September 2026 |
| Next review | September 2027 or earlier if requirements change |
| Mission statement | Following in Jesus' Footsteps with Love in Our Hearts |