

We recognise parents as the first educators of children and as they start school, we join you in this role as your partners. Together we support our school, its mission and our children.



## Mission Statement

*Together we journey with Jesus, inspiring each other to learn.*

### Intent

Our school provides opportunities for all children to achieve their full God given potential. We aim to prepare our children for the experiences and responsibilities of their journey through life in the example of Christ. We acknowledge our responsibility to show love and respect to all.

We believe our curriculum is a step on the ladder of lifelong learning, for every unique child. We aim for every child to become an independent learner and strive to promote an excellent attitude to learning through teaching positive ways of thinking including; respect, determination, perseverance and resilience. We support pupils to become thoughtful, reflective and responsible citizens.

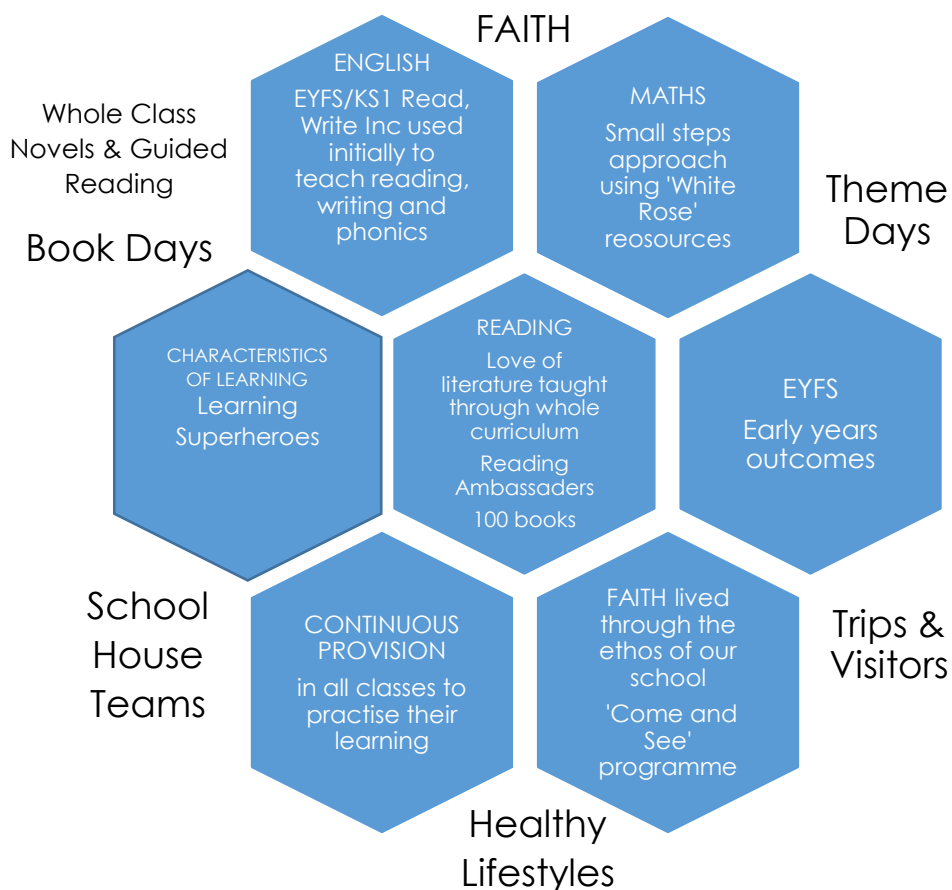
Through a thematic approach, we offer a rich and balanced curriculum where topics and individual subjects are carefully connected in a meaningful way to enable pupils to achieve the highest possible standards. Our aim is to ensure that children can think like specialists in a particular subject, for example a historian, a scientist or an artist. Our curriculum reflects the culture, location, history and geography of our community in the East Riding of Yorkshire and is also reflective of national and global issues. We aim to develop outward looking pupils who have an understanding of the wider world and its complex cultures. We foster and promote a culture of inclusion where every student has an equal opportunity to succeed and become the best that they can be.

We believe learning should be a rewarding and enjoyable experience and we strive to provide learning experiences that engage, motivate and inspire children.

### Implementation

Our EYFS curriculum covers the Early Years Foundation Stage Framework using the educational programmes that sit under seven areas of learning. 'Development Matters' supports the planning of this curriculum.

We ensure full coverage of the National Curriculum 2014 from Year 1 to Year 6, through a thematic approach. Links to other subject areas are made whenever learning can be enhanced so that children have every opportunity to learn more and remember more. We recognise when particular subjects need to be taught separately and this is carefully planned within our curriculum, bespoke to the needs of pupils at St Mary's Market Weighton.



## Use of expert teaching resources to support teaching:

<u>English</u>	<u>Maths</u>	<u>Science</u>	<u>History</u>	<u>Geography</u>	<u>Music</u>	<u>Computing</u>	<u>Art &amp; Design D&amp;T</u>	<u>PSHE</u>	<u>MFL</u>	<u>P.E</u>
Read Write Inc Phonics & Spelling Spelling Shed Literacy Shed Read Theory	White Rose Maths TT Rockstars Maths Shed	Primary Science Resources STEM resources Twinkl planning	Historical Association Resources Key Stage History	Geographical Association Resources Plan Bee Hamilton Trust	Charanga	Teach Computing Resources National Centre for computing in Education	Kapow Primary	Twinkl SEAL RSE – Ten Ten Resources – Life to the Full	Italian Cultural Institute Sculola Italiana Language School	Primary Steps PE Planning

Our aim is for the vast majority of pupils to master all of the planned curriculum content – children will acquire the factual knowledge they need and will have developed connections between these facts to form a connected web of knowledge.

Our curriculum is planned in such a way that children will receive carefully sequenced teaching across the EYFS and primary phase. Pupils gradually progress in their knowledge and are assessed using the classifications: working towards the expected standard (WT), at the expected standard (EXS), and working at greater depth within the expected standard (GD)

Curriculum Themes and topics are set out on the **Curriculum Long Term Plans** implemented across a 2 year planning cycle to allow for our mixed-age classes.

The detail of sequenced subject coverage is outlined in the following documents:

- Subject specific **Long Term Plans**
- Subject specific **Knowledge Progression Documents**– setting out small steps and key vocabulary
- **Knowledge Organisers** for each topic outlining the key knowledge (*sticky knowledge*) for pupil reference/recall and assessment
- **National Curriculum Subject Coverage documents**
- Subject specific **Skills Coverage documents**
- **Curriculum Overviews** for each term designed to give parents a guide to the school curriculum - published on the school website and on SeeSaw – our home/school learning platform.
- **Theme Days / Liturgical Days document** - It is important to us to provide a broad range of exciting, relevant and creative opportunities that enrich our children's learning, such as: events, trips, visitors, and links with our parish church.

Our curriculum design is based on evidence from cognitive science to best serve the development of long term memory. Learning is most effective with spaced repetition. This is in order to minimise the effects of 'the forgetting curve'. Class teacher's decide on the frequency of repetition.

Retrieval of previously learned content is frequent and regular. This will increase both storage and retrieval strength. Pupils will be given frequent opportunities to review learning from yesterday, last week, last term and last year. Using low stakes testing / quizzes are one way we achieve this.

### **Subject specific content and vocabulary**

Content and vocabulary is subject specific and explicit references are made to subjects and disciplines within subjects (e.g. biology, physics and chemistry in science).

### **Curricular links**

We plan for all pupils to make curricular links within subjects (intra-curricular links) that form a platform for all children to construct secure subject schema, and give opportunities for all pupils to explore the links between subjects (inter-curricular links). These links are carefully planned and set out on planning documents.

### **Continuous provision**

Teachers make continuous provision, in the form of daily routines, that replaces the timetabling of the teaching of some aspects of the curriculum (weather, time etc...) There are also continuous provision areas in every classroom that provide opportunities for children to 'practise their learning' with carefully planned activities, challenges and games.

### **SEND**

Students with SEND are integrated into the mainstream curriculum using high quality differentiated teaching and learning strategies that provide access for all. Withdrawal from lesson time is limited to high quality targeted interventions which have a measurable impact on progress e.g 'Maths for Life'.

### **Use of technology**

The delivery of our curriculum is supported with the use of: home learning platforms – Evidence Me, Seesaw & Google Classroom; chrome books (1 per child), I pads, BBC microbits, 'Log it' kits and Beebots.

## **Impact**

From their different starting points, we nurture resilient, inquisitive and independent lifelong learners who take pride in all that they do, always striving to do their best. By the end of their primary education, they will be kind, respectful and honest individuals, demonstrating inclusive attitudes and have a sense of their role in our wider society. They will be inspired to be the very best version of themselves as they journey through life.

Because learning is a change to long-term memory it is impossible to see impact in the short term. Teachers will make learning assessments at three moments in time:

### **In lessons**

Teachers will gather formative assessment information about how well a pupil has grasped a learning objective - to inform what knowledge needs to be taught in the next session. Low stakes testing to support knowledge retrieval is one way of gathering this information. Information is used to inform specific learning intervention programmes.

### **At the end of sequences of lessons**

Teachers will form judgements about how well a child has connected subject domain content - to inform what needs to be taught in that subject next time around.

### **At the end of a year**

Teachers will make summative judgements about how well a child has mastered subject content. This is recorded formally and collected by DEC team in the summer term.

### **Assessment Methodology**

Teachers will use a variety of assessment tools: pupil observation & interaction, use of end of unit tests, past SATs papers, low stake testing and tracking such as regular arithmetic testing in KS2, double-page spreads, quizzes, writing moderation meetings etc.

Children with SEND will make good progress from their starting points due to the use of resources and small group intervention which meets the needs of the pupils. On leaving St Mary's Catholic Primary School, children with SEND will have developed good independence and life skills.