

## St. Gregory's RC Primary School



### Curriculum Statement

Our mission statement is at the heart of everything that we do in our school. We firmly believe in developing the whole child and celebrating with them their talents and achievements.

We believe that each child is a unique gift from God and it is our aim that every child knows about God's love for us and sees Christ in each other. We strive to ensure that every pupil grows spiritually and develops the values needed to be an asset to their community. In addition, we believe that opportunities should be built in so that each child is celebrated for the special gifts and talents that they possess.

Additionally, we aim to ensure that every child will experience a wide breadth of study and our curriculum is developed with a focus on the progression of skills, knowledge and experience for future learning, employment and wellbeing.

### Intent

- We want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and celebrate their own personal and academic growth.
- At St. Gregory's school we want our children to experience:
- Success and having their success celebrated
- A curriculum that has knowledge, skills and vocabulary at the heart of their learning
- Opportunities to embed BASIC skills and express knowledge in a variety of ways before moving on
- Developing resilience, perseverance, challenge and support so they have the confidence to aim high and aspire to more
- Opportunities to delve deeper into their learning, building on skills progressively each year
- A curriculum that helps children to know how to live healthy lifestyles – both physically and mentally
- Spiritual, moral, social and cultural experiences threaded through all we do which will facilitate them with all they need to face the any and all futures
- Feeling safe and knowing what to do to keep safe and what to do if they don't feel safe
- Cultural opportunities that they may not experience outside of school
- The history and beauty of their local environment
- High expectations leading to high quality outcomes
- A curriculum that is current and responsive
- Being part of community as a class, school, village, parish, nation and family group.

The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

Cultural capital gives our pupils the background knowledge required to be thoughtful and informed members of our community who understand and believe in British Values.

The curriculum has been adapted, designed or developed to be ambitious and meet the needs of all pupils, including those with SEND, developing their knowledge, skills and abilities to apply what they can do and what they know with increasing fluency and independence.

Pupils in all year groups study the full curriculum. Staff aim to ensure that all children's skills and talents are incorporated into the provision, enabling every child to have the chance to shine and achieve highly. Where necessary this is supported through external specialists.

## **Implementation**

All staff work together and receive appropriate professional development to ensure that they have excellent subject knowledge.

Lessons are planned so that subject matter is clearly presented; this facilitates relevant and appropriate discussion about the subject matter being taught. Teachers continually check pupils understanding, identifying misconceptions quickly and provide clear and direct feedback. They respond and adapt their teaching to meet the needs of their pupils.

Teachers plan lessons to enable pupils to remember long term the content being taught and to enable them to apply new knowledge into larger ideas.

The classroom environment focuses on pupils. All teaching resources are selected to inspire and meet the learning needs of all children.

The work planned is appropriately challenging for all pupils and matches the aims of the curriculum in being sequenced towards cumulatively sufficient knowledge.

Reading is always a top priority as it enables all pupils to access the full curriculum on offer. Class teachers monitor the reading curriculum to ensure development of fluency, enjoyment and confidence in reading. Ongoing assessment ensures gaps are addressed quickly and effectively for all pupils. Reading books are matched closely to the phonics knowledge pupils are taught when they are learning to read.

Teaching staff in Early Years and Key Stage One devote time and effort to ensure that their pupils gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, giving them the foundations for future learning.

Ongoing assessment is well used by teachers and leaders to check understanding, inform teaching and enable children to use knowledge fluently.

## **Impact**

The impact of what we do and what the children achieve cannot always be measured in data sets and numbers so we always try to look holistically at the whole child.

Our daily interactions provide a regular check showing children demonstrating St Gregory's values – children demonstrating this in their learning and behaviour around school. Children making the right choices for their safety.

Children showing respect – visibly demonstrated through their school environment, their work, interactions and morals.

We see children displaying positive attitudes to Learning – children engaged and inspired by their learning, posing own enquiry questions, taking initiative and being more resilient.

Our curriculum develops well rounded citizens with a clear understanding of values such as love, responsibility and friendship.

The progressive curriculum provided ensures that pupils are ready for the next stage in their education. They have the knowledge and cultural capital they need to succeed in life.