

St. Bede's Catholic Infant School Curriculum Statement

Reviewed Staff: Autumn 2019
Reviewed and ratified by governors: Autumn 2019
Review Date Autumn 2020
Signed Chair of Governors M. Rowlands Date: 20.9.2019

The curriculum is continually monitored and updated to ensure it continues to meet the needs of the children in a rapidly-changing world. Amendments to the curriculum are presented formally to the governing body in the Autumn term and this Curriculum Statement is reviewed accordingly.

The Curriculum Statement is reviewed annually: Next cycle review date - Autumn Term 2020.

Mission Statement

At St Bede's Catholic Infant School, it is the intention of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has an opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Curriculum Intent/Aims

All of our work is intended to fulfill our mission statement shown above. To achieve this mission, our school commits itself to provide a broad and balanced curriculum that meets the interests, abilities and needs of all our pupils, allowing each to achieve their potential in an environment where the Catholic ethos of the school permeates all aspects of teaching and learning.

Our school is highly inclusive. Compared to many national measures, the local area is disadvantaged but we are proud to be an integral part of our community and as stated in our Self Evaluation Statement, "Our highest priority is to narrow the gap between the privileged and underprivileged by giving our children the best possible education".

The school has always believed in the centrality of the curriculum as part of the education provided to all children. Academic performance is always high in comparison with national results, and all children make excellent progress in their personal growth, because of the breadth and challenge of their study. This has been recognised by all external evaluators, including Ofsted, the local authority, the Archdiocese and external consultants commissioned by the school. (See relevant reports)

The governing body is of course proud that the school was recognised as 'outstanding' in our last inspection. However, being 'exempt' from inspection was not seen as an advantage and we agree with the Ofsted proposal that this should be ended, particularly in the light of the changes in the inspection focus expressed by HMCI to the National Governance Association in June 2019.

"Getting to the heart of it, this new framework is about 2 things: substance and integrity. It puts the real substance of education, the curriculum, back at the centre of inspection and supports leaders and teachers who act with integrity. To put it another way, we want to help people put as much time as possible into the things that make the most difference for children".

Essential Principles – which determine curriculum organisation

The 2002 Education Act states that the school curriculum should be *balanced and broadly based*, and should:

- promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society; and
- prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

In order to meet the demands of the 2002 Act, and the needs of our children, the curriculum provided for all children in our school must conform to these essential principles.

- All statutory requirements relating to content, current and future, must be fully met
 - Early Years Foundation Stage Framework
 - Programmes of Study for all Key Stage One subjects
 - RE and Relationships and Sex Education; and
- As a Catholic School, all pupils must follow the Archdiocesan programme for Religious Education as a core subject

In addition, the curriculum must:

- Be personalised, relevant and inclusive, building on previous knowledge (propositional-content and procedural-skills) and experience making meaningful links, across and between subjects, supporting the development of children as independent learners.
- Be creative and stimulating, engaging children in learning that develops and challenges them and provides a culture of high standards and expectations
- Acknowledge and celebrate achievement to develop self-esteem and self-confidence.
- Provide many opportunities to promote the intellectual, spiritual, moral, cultural, social, emotional and physical development of pupils
- Prepare all pupils for the opportunities, responsibilities and experiences of the next stage of their education and their later lives as responsible and caring citizens
- Allow all children to develop spiritual and moral values in their relationships and in their work
- Be delivered through a wide variety of teaching styles supporting high quality learning
- Recognise the invaluable role of parents/carers in their children's education by valuing learning outside of school and building on what the children already know and can do.
- Make links with parish, local, national and international communities.
- Incorporate British and universal values that promote understanding and appreciation of others

What is the curriculum?

We define the curriculum as the totality of all learning experiences, within and outside of the classroom. This is why the school ethos, trust and mutual respect are an essential part of what children learn. These make an outstanding contribution to progress because they are highly structured to meet the needs of children with a strong emphasis on the basic skills of reading, writing and maths but with enough time given to all subjects and areas of learning so all children enjoy a rich series of experiences.

National Curriculum

We believe strongly in the entitlement of all children to enjoy the stated aims of the National Curriculum.

“The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement’

Literacy across the curriculum

Although parents/carers enrich our community with other languages, English is of course our common means of communication and the vehicle for acquiring all learning. Literacy, and promoting listening, speaking, reading and writing, is therefore the most important cross-curricular theme. All teachers are teachers of reading and all share an understanding of the primacy of literacy in the Infant curriculum. Literacy skills have a high profile in all classrooms and areas across school. Subject leads and teachers understand how their subject contributes to developing literacy skills.

Curriculum Content

In Reception Year the children follow the Early Years Foundation Stage Curriculum. In Years One and Two, planned schemes of work ensure full coverage of the objectives within the Programmes of Study for National Curriculum core and foundation subjects. Religious Education is taught in accordance with the 'Come and See' Catholic programme as required by the Liverpool Archdiocese. Relationships and Sex Education is taught through the 'Journey in Love' programme, following guidance from the archdiocese.

Teaching Time

To ensure the curriculum is broad and balanced and that pupils have sufficient opportunity to learn the distinctive contribution made by all subjects an approximate time as a percentage of the total teaching time available is allocated for each subject in the National Curriculum for KS1 and for RE across the school.

RE – 10%, English – 25%, mathematics – 19%, science – 12%, art – 4%, computing – 4%, D&T – 4%, history – 4%, geography – 4%, music – 4%, PE – 10%.

In the Foundation Stage Personal, Social and Emotional Development, Communication and Language and Physical Development are the Prime areas of learning. These underpin the specific areas of Literacy, Maths, Understanding the World and Expressive Arts and Design and all areas are allocated an equal percentage of the total teaching time.

Time is allocated each year for planned key experiences outside of the National Curriculum, including Arts/Awe and Wonder Weeks, British Values Week (incorporating Anti-bullying, Equalities, Parliament week and Other Faiths), Emotional Health and Well-being Week, Sports and Physical Well-being Week, the preparation and performance of the Nativity Play, Music Festival, educational Visits, end of term celebrations e.g. Easter, Children's University, leavers celebration.

The extended curriculum

A wide range of after school clubs run by staff are on offer to our children including; Art, Craft, Choir, Speaking Choir, Drama, Gardening, Computing, Philosophy for Children, Emotional Health and Well-being, Science, Spanish, Reading and Multi-sports.

Visitors and visits are used to bring authenticity and real experience to enhance learning.

Planning

The different requirements of subjects as well as their priority within the overall curriculum, means that they are taught and organised differently, the content and sequencing of the curriculum is specific to each subject. All subjects are identified and planned for discretely, with meaningful cross-curricular links made when appropriate to support the development of a theme and ensure opportunities for subject mastery. Learning is sequenced to help all pupils acquire knowledge (Propositional knowledge-Content and Procedural knowledge—Skills), remember knowledge, acquire subject specific vocabulary and progress in each subject.

R.E is planned in topics as identified in the Come and See RE programme using an annual cycle. Appropriate time is allocated to the three stage process (Explore, Reveal, Respond) following Archdiocesan guidelines.

Key Stage 1

Schemes of Work

Schemes of work for all subjects and identified objectives ensure complete coverage of the requirements of the National Curriculum programmes of study.

Learning is sequenced to help all pupils acquire knowledge (Propositional knowledge-Content and Procedural knowledge—Skills), remember knowledge, acquire subject specific vocabulary and progress in each subject.

Planning

RE planning is produced for each topic and weekly plans are produced for English, Maths, Science and the Foundation subjects. Planning is completed by Year Group teachers working in partnership to share subject and pedagogical knowledge. This team approach ensures:

- Planned activities and children directed activities meet objectives linked to schemes of work
- Cross curricular links providing opportunities for subject mastery
- Breadth and balance of opportunities
- Layered support/Differentiation as appropriate
- Assessment opportunities
- Deployment of adult support

EYFS

Planning identifies themes (1-4 week themed plans) which ensure full coverage of the objectives in Early Years Outcomes, supporting the children through the age bands to reach the ELG's.

By its nature the planning is cross-curricular and relevant links are identified.

This planning is responsive to child initiated learning, facilitating adaptations in teaching input and continuous provision.

Assessment (All Year Groups)

Assessment is at the heart of good teaching and learning. Ongoing assessment informs summative assessments made in the relevant assessment books. The procedures for assessment are set out in the Marking, Assessment, Recording and Reporting Policy.

Monitoring and Evaluation

Curriculum implementation is monitored regularly and rigorously in order to ensure that the high standards of teaching and learning remains consistent throughout the school, ensuring pupils' progression in knowledge-successfully learn the curriculum and to ensure parity for all groups of pupils.

Reporting

Report to parents on the progress of pupils with information provided in a variety of forms.
(See also Marking, Assessment, Recording and Reporting Policy)

Equal Opportunities

The curriculum is designed, organised and delivered according to the principles set out in the Equal Opportunities, SEND and Inclusion Policies.

This statement should be read in conjunction with all relevant policies including:
Marking, Assessment, Recording and Reporting, Teaching and Learning,
Monitoring and Evaluation, Special Needs, Inclusion, Equal Opportunities