



Curriculum – Intent, Implement, Impact

Intent

Our overall aims:

- provide the best opportunities for all pupils to learn and achieve.
- promote pupils spiritual, moral, social and cultural development and prepare all pupils for the opportunities and experiences of life
- promote British Values within our school

The school aims to promote Christian values of love, care and respect. To achieve this aim we will:

- show example by the way we treat the children and each other
- encourage the whole community to treat each other with respect
- encourage our children to follow the school rules
- demonstrate care for others through charitable activities and involvement with the wider community

The school aims to equip our children with tools of learning and help them to achieve their maximum potential. To achieve this aim the school will:

- assess children's potential
- provide a carefully planned broad and balanced curriculum appropriate to children's needs
- identify and provide for children with special educational needs
- provide a variety of after school clubs in addition to the school curriculum to enable children to develop their talents
- develop in our children the personal skills and attitudes of independence, collaboration, confidence and resilience

The school aims to create an atmosphere of faith in which we share and celebrate our Catholic beliefs. To achieve this aim the school will:

- follow the RE syllabus
- continue regular collective worship as an integral part of school life
- give opportunities to pray together through children's prayer and those common to our faith
- celebrate the sacraments together

The school aims to work in partnership with the children, their families and the parish.

To achieve this aim the school will:

- keep parents informed of activities and developments in school
- encouraging liaison with parents about their children
- involve parents in the work to the school through – class masses, assemblies, curriculum evenings and parents evenings
- share celebrations and activities with the parish community

The school aims to provide a happy and safe environment in which all members of the school feel valued. To achieve this aim the school will:

- celebrate children's achievements through praise, display, assembly and class reward schemes
- use a positive discipline approach
- engage all members of the school community in our vision for development

The school aims to develop the individual needs of our children to give them the confidence to participate as responsible citizens of the future. To achieve this aim the school will:

- identify and respond to children's needs
- provide occasions for development of citizenship
- use of the Programme Builders materials where appropriate

The school curriculum comprises not only the National Curriculum but all learning and other experiences offered to pupils, formally and informally.

Implementation

Religious Education

- RE is taught in all classes as prescribed by law, and as St Joseph's is a Catholic school we follow the *Come and See* programme as instructed by the Roman Catholic Archdiocese of Liverpool. EYFS, Y1 and Y2 have moved over this year to the new RED curriculum and the rest will follow next year. Our Catholic faith and the values of love, care and respect are also evident in daily collective worship, in our sacramental celebrations and in our relationships with each other.

National Curriculum

- The National Curriculum provides a framework for learning and applies to pupils of compulsory school age from 5-16 years. In the primary phase it is organised in two stages. The Early Years Foundation Stage for 4 – 5 year olds takes place in Reception classes and the National Curriculum follows: EYFS/ Key Stage 1 and Key Stage 2
- The subjects in the National Curriculum are as follows:

RE (as a Catholic school)]	
English]	
Mathematics]	Core subjects
Science]	
Computing]	
Design and Technology]	
History]	Foundation subjects
Geography]	
Art]	
Music]	
Physical Education]	
Modern Foreign Language (French KS2)		
PSHE/Mental Health		

- For each subject and for each key stage, programmes of study set out what pupils should be taught and attainment targets set out the expected standards of pupil performance.

How the curriculum is delivered

- English (Pathways to Write), Mathematics (White Rose) and all National Curriculum subjects utilise a variety of sources but, importantly are skills-led. Learning is changing exponentially with the developments in technology and our teaching methods need to be future-proof supporting children for the 21st Century.
- Teachers draw up an annual long term plan, which outlines the topics to be covered and medium term plans give more specific details of what is to be covered each half term. In weekly planning specific objectives are stated for each subject and these are reviewed to inform the next week's planning.
- Throughout the curriculum there are also many elements of cross-curricular work, e.g. mathematics and design and technology, literacy and history, ICT and science, etc.
- Themed weeks are planned for, normally two a year. This is a whole school week.

EYFS

At St Joseph's, we meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained and experienced staff ensure that interactions are positive and progressive, allowing children to flourish and gather words at pace in order to become confident communicators.

Children are encouraged to become early readers through enjoyment of books and the systematic teaching of phonics through the Little Wandle programme. The children learn nursery rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt to real life experiences. We have built our school environment to enable our children to strengthen their core muscles through physical play, children spend time outdoors in all weathers. They develop through wonderful, exploratory, sensory experiences in our mud kitchen, and garden. Our learning environment is adaptable in order to reflect children's interests and progression. The children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. The curriculum is taught through topics which are enriched with classroom enhancements, trips and visitors. Topics are supported by quality key texts. These are chosen carefully to encourage children's speech, language and communication development. All planning however, is flexible and responsive to children's needs so plans can be changed and adapted depending on children's interests.

We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents have access to Tapestry which informs them of what their child is learning and to explain how they can support this at home. Parents enjoy using Tapestry to engage in their child's learning and share experiences from home. As part of the learning and teaching process, children are assessed in relation to their progress towards the Early Learning Goals (ELGs). These judgements are made on the basis of accumulative observations and in-depth knowledge of the children acquired through ongoing assessments. These ongoing assessments are used to inform planning and next steps in teaching and learning for all children throughout the year.

CUSP

Our Science, History, Geography, Art and DT are built on the foundations of the Unity Schools Curriculum (CUSP). This is an aspirational curriculum based on the principles of cognitive science, it is rich and aspirational. Our Curriculum is built to look beyond the subjects covered by the National Curriculum to grow our children to develop personally so that they can develop skills to become compassionate citizens in their local and global communities and learners for the future. CUSP is guided by evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. It is underpinned by explicit vocabulary instruction and research-focused pedagogy. The principles of the CUSP curriculum are built around cognitive load theory, principles of instructions and evidence informed practice. The curriculum is knowledge rich, vocabulary rich and builds skills in a progressive way. The curriculum is sequential, systematically planned and supports acquisition of curriculum content. Each module contains 2 and 3 tier vocabulary, which is progressive from EYFS to Y6. We have dual coded knowledge organisers, opportunities to carry out quizzes to assess prior knowledge and knowledge notes for each lesson. All of the above ensure consistency and opportunities to retrieve previous knowledge and skills taught to build on what children have already learned and to ensure that those foundations are built upon.

Assessment

- All children in the reception classes are assessed using the Early Years Foundation Stage Profile and are offered a broad curriculum, appropriate for their development, based on the areas of learning and development in the DfE Early Years Foundation Stage Statutory Framework and the Development Matters guidance.
- Teacher assessment is an ongoing process as part of the weekly planning/review cycle and assessments against all objectives are recorded on a half termly basis using Classroom Monitor.
- In addition to statutory assessment in the Y1 phonics check and at the end of each key stage, a variety of tests and assessments are used in years three, four and five.
- Specific details of National Curriculum subjects are outlined in individual policy statements.
- Progress in reading, writing and mathematics is assessed through a variety of means and tracked termly. Children identified as falling behind are flagged up for targeted support.

- Assessment of foundation subjects is led by subject leaders and reported annually to parents and governors.

Pastoral Care

- We recognise that all pupils are individuals, at differing stages of physical, emotional and intellectual development. Each individual is unique in personality, characteristics, attributes and abilities and we try to provide a caring, supportive school environment and in partnership with home to develop our pupils values and beliefs.

Extra Curricular Activities

- As an enrichment to our school curriculum, all teachers are involved in providing a wide range of extracurricular activities e.g. netball, football, science, sewing, dance, gymnastics, art and music. Instrumental tuition is also provided for some pupils.
- An annual residential visit for Y6 children to the Conwy Centre in Anglesey enhances areas of the National Curriculum and develops self-esteem, social development, team work and problem solving skills. Likewise, a shorter visit by Years 3 and 4 to Tattenhall helps prepare the children for the longer visit in Y6.

Special Educational Needs

- All children have an entitlement to the full curriculum and we aim to cater for the special needs of our children by providing an appropriate curriculum in a supportive learning environment. Specific arrangements for children with special educational needs are outlined in the Inclusion Policy.

Monitoring and Reporting the Curriculum

The delivery of the curriculum is monitored and reported through:

- Subject Leader monitoring and feedback
- Headteacher and SLT classroom observation
- Termly curriculum reports to governors
- Involvement of parents and governors in school activities and celebrations

Impact

- Pupils are being taught all subjects. This has been evidenced through subject monitoring.
- Subject lead monitoring forms show that there are strengths in foundation subjects and actions which are worked on.
- Subject lead interviews at the end of each year demonstrate that not only are foundation subjects taught well, but that subject leads know their subject well.
- The use of the hashtag on Twitter is evidence of a broad and balanced curriculum.
- The themed weeks are evidence of providing pupils with drama and acting skills.
- Learning walks, book looks and classroom environments also demonstrate that a broad and balanced curriculum is being taught.