

CURRICULUM INTENT STATEMENT

We believe that it is our mission at St Mary's CE Primary school, to enable pupils to meet confidently the challenges of adulthood and the modern world, by striving for academic success and developing strong relationships based on the Gospel values of trust and respect. To this end, we aim to provide our pupils with an engaging, exciting and empowering curriculum that equips them to live a full life.

At St Mary's the curriculum is designed to:

- Recognise prior learning
- Be hierarchical – building upon previous knowledge and skills
- Recognise and respect differences and uniqueness in the community
- Provide first hand experiences
- Allow pupils to develop communication skills
- Develop an enquiring mind; becoming a creative and critical thinker
- Build resilience
- Challenge

The ability to learn is underpinned by the teaching of basic skills, knowledge and concepts. This is hierarchical, and built upon in successive years. A child's age and stage of development is paramount. We take into consideration the learning styles of boys and girls. We constantly provide enrichment opportunities, and are particularly proud of our development of pupil voice, growth mindset and music in the curriculum.

We believe that childhood should be a happy time, to investigate and explore the world you live in, and we aim to develop curiosity, knowledge and a thirst for new experiences. We use our St Mary's values of thankfulness, respect, honesty, love and resilience to promote positive learning attitudes, and responsibility for learning and future success.

Pupils leave St Mary's with a sense of belonging to family within the school and Church, and being part of a community where they can make decisions, reflect and become lifelong learners.

Curriculum Objectives

The curriculum is designed around content from the national curriculum, and we use Sonar assessment tool to record our progress against learning objectives and targets. We also use SmartGrade assessment and CAT tests to validate our judgements. This enables teaching staff and senior leaders to carry out gap analysis, and ensure that 'no child is left behind'.

Where we identify gaps, we use our in-school resources to ensure that children 'catch up' and the 'gap is diminished'. These resources are wide ranging, from Reading Recovery interventions, to maths club before school.

All children have personal targets, which they are working towards and can discuss. They know how to improve their work. Staff support this with cues.

Our objective is to prepare pupils for lifelong learning.

Curriculum Structure

All of our pupils of statutory school age follow the National Curriculum for Key Stages 1 and 2. Our pupils of pre-school age follow the Early Years Foundation Stage curriculum.

Curriculum topics are set in consultation with the pupils, and these are displayed on the school website.

What Else?

In addition to this offer, our EYFS and KS1 pupils have French tuition with a specialist teacher.

All of our children in Years 1-6 have a tennis coach, and have at least two terms of coaching every year.

Our children from Years 1-6 have music tuition, with KS1 children playing the recorder, and KS2 children playing either the piano or violin to examinable level.

Every term we run specialist workshops (for example ballet, author days, Olympics week). We offer a wide range of after school and before school clubs, which are chosen by the pupils and reflect their interests (for example sports, languages, and crafts).

To support our mathematics curriculum, all pupils in Years 2-6 have the offer of attending maths club before school for 30 minutes a day. This provides additional tuition of 2.5 hours per week, and ensures that children are able to develop fluency and reasoning skills, and explore areas of interest (for example mathematics in games).

From 2019, we have become a Growth School, with a focus upon looking after our planet and looking after ourselves. This focus supports our curriculum work on Growth Mindset and our wellbeing and mental health programme.

How does the curriculum reflect national policy?

Our curriculum reflects national policy in coverage of all national curriculum areas and content, which is checked by subject leaders regularly. We also have an appropriate focus upon mental health and wellbeing, which is a national priority. We believe we have a high level of support for children in this area.

How does it cater for disadvantaged groups?

We offer a wide range of SEND support interventions, to ensure that accelerated progress is made against curriculum targets. Where a child has an EHCP, we have employed an intervention (qualified) teacher to ensure these children make robust progress.

We spend over our Pupil Premium funding allocation to support children who are eligible for this grant. This is with the intention of narrowing the gap between children who are eligible for this funding and those who are not – understanding that pupils

who fall into this group often have multiple barriers to learning. Our analysis of this funding can be found on our 'Analysis of Pupil Premium Funding' statement.