ST MARY'S C.E. (VA) PRIMARY SCHOOL CURRICULUM POLICY

At St Mary's C of E (VA) Primary School we work within an inclusive, Christian environment promoting Christian values: respect, truthfulness, trust, friendship, compassion, forgiveness. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

1. Introduction

The curriculum is all of the planned activities that we, as a school, organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children – 'making memories'. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. Our rigorous St Mary's curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2. Values, Motto and Vision

Our school curriculum is underpinned by our six Christian values which are: perseverance, respect, truthfulness, friendship, trust and compassion. Our six values are taught as part of our curriculum throughout the school year, including during Daily Worship and also in class lessons, such as PSHCE and Religious Education. Our school motto: '*Let your light shine… as you grow*' (inspired by Matthew 5:15-16) highlights our focus on giving all pupils the opportunity to excel as they find what they are good at and what they are interested in, giving every pupil the freedom and confidence to explore who they are. Our vision states that, *'We nurture our pupils to be the best they can be in every way - in an inclusive and supportive environment, rooted in Christian teachings.'*. This reflects the school's commitment to ensuring that every pupil fulfils their potential socially, spiritually and academically, and that they are a vital member of a welcoming, vibrant and diverse community which celebrates differences and challenges intolerance.

3. Curriculum Intent

- Our long-term aim is to prepare our pupils to play a full part as a responsible member of a democratic and diverse society, preparing them for the next phase of their learning through a carefully structured curriculum, which is aspirational for all our pupils.
- Recognising its historical foundation, the school will preserve and develop its religious character in accordance with Christian principles and in partnership with the Church at parish and diocesan level.
- We acknowledge that pupils and families at St Mary's come from a range of socio-economic backgrounds and aim to create a safe, inclusive, nurturing and stimulating environment in which pupils can learn, play and grow to reach their full potential. We hope to develop individuals who have the cultural capital to become successful members of the community.
- At St Mary's, pupils study a representative curriculum, where they learn about role models from a variety of cultures and ways of life. Through our resources and opportunities, such as visitors, trips, topics, supporting the wider community and our rich PSHCE/RSE curriculum, the pupils are given the chance to broaden their understanding of the wider world.

- We deliver a curriculum tailored for our school and ensure our school values have a high profile throughout all subjects. We draw upon our strong links with the church, utilising our Worship Council to persevere and develop our Christian vision and motto.
- Our aim is that all school staff should have the highest expectations of all pupils, including those who are disadvantaged and those in receipt of Pupil Premium funding, irrespective of background or barriers to learning. All pupils' efforts are identified and celebrated.
- We support and encourage the involvement of parents/carers in the development of their child so that all pupils have an equal opportunity to thrive.

4. Curriculum Implementation

- Through the delivery of our curriculum, children work in a stimulating environment that gives them access to a wide range of inspiring topics, including topic days. We capitalise on the fact that we are a small school through giving pupils lots of opportunities to build cross-school relationships and learn from their peers. They develop their leadership skills to become responsible members of the school community through a variety of roles such as: School and Worship Councils, Sports Ambassadors, House Captains, Librarians, Buddies, Playleaders, Collective Worship Monitors and Computer Monitors.
- We offer a variety of clubs giving all pupils an opportunity to attend and enjoy areas including: P.E, art, board-games, dance, karate, chess, computing, choir and drama.
- We ensure an individualised approach to all pupils, ensuring high standards of Quality First Teaching and Ordinarily Available with appropriate adaption. We encourage pupils to develop metacognitive skills through self-challenge, use of our marking scheme, self and peer editing and pupil voice. We will also provide a range of interventions and support opportunities, such as small group reading, writing and maths 'building foundation' skills groups, specialist speech and language interventions, 1:1 support (for some pupils) and 'top-up' activities. Any strategies and activities utilised will best focus on pupil need.
- Our staff attend regular CPD sessions to develop their practice across the curriculum.
- Each unit (within all subjects) has a specific 'end point' or 'outcome' and the steps to achieve these are clearly set out and shared with the children to enhance their understanding of progression and learning.
- At St Mary's, our enthusiastic and dedicated staff strive to build good relationships with all of our families. Families are also supported by our highly skilled inclusion team, comprising of our SENDCo and our Welfare and Support Officer, who enable families to access outside agencies and provide strategies that promote wellbeing in the home.
- Parents are invited in to be reading volunteers, attend parent workshops (to support home learning), open mornings, and other parental engagement events as these are essential to enable parents and carers to support their child's learning efficiently.
- We offer a high level of pastoral support for all pupils, such as a learning mentor support, social and emotional skills groups, and therapeutic intervention.

5. Curriculum Impact

- Our pupils progress through St Mary's and onto secondary school prepared and with confidence to be successful.
- Our pupils are respectful, resilient, engaged and polite citizens when attending events outside of school.
- Pupils feel that they themselves, their thoughts and their opinions are valued by staff.
- St Mary's pupils are empowered with a strong sense of self, and treat others with compassion and respect.
- Our pupils have a strong understanding of Christian values, reflect on their own spirituality and how this can impact their own lives.
- Our pupils are more able to access their learning and make progress in a way which is individualised to them.
- Pupils are confident in metacognitive strategies to challenge themselves in all areas of school life.

- Our pupils are inquisitive learners, who take this enthusiasm outside of the school day and into their home lives.
- Children can speak confidently about their purpose for learning and the steps to achieve this outcome.
- Pupils attend a wide variety of extra-curricular clubs and events. As a result, pupils develop their skills and knowledge beyond the classroom.
- Parental engagement is growing, helping to reduce external barriers to learning.

Organisation and planning

We plan our curriculum in year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a topic overview for a term or half term, outlining what is going to be taught. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place where possible. We continue to review our long-term plan to ensure coverage across the Key Stages in all areas of the curriculum.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. A weekly/half termly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and adaptations within these lessons and where cross-curricular links are evident.

As a staff, we plan and resource the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum across both key stages, and there is planned progression in all curriculum areas.

6. Children with special needs and disability - SEND

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to significantly adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and advice has been sought from external agencies e.g. an Educational Psychologist, physiotherapist, Speech and language therapists.

If a child has special educational needs, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs and disability. If a child displays signs of having special needs, the class teacher and Inclusion Leader assess this need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the Ordinarily Available provision. Children's special educational needs may be met by the use of intervention groups or targeted support (Targeted Ordinarily Available) from Learning Support Assistants and Teachers.

The school provides a One-Plan for children who require support that is additional and different to the ordinarily available provision. This sets out the child's strengths and areas for development and how these will be supported. A One-Page Profile may be made for a child who has specific low levels needs, or whom we are monitoring with regards to ongoing support. This will outline their areas of strength, interests and ways to provide appropriate support. Advice from the appropriate external agencies is incorporated into the profile. The school uses the graduated approach: assess; plan; do; review cycle, as set out in the SEND code of practice. One Plans are reviewed and re-written three times through-out the school year in collaboration with

the child, parents, learning support assistants, teachers and the Inclusion Leader. Parental consent is required to complete the One Plan process.

It is a statutory requirement that school keep a Special Educational needs and Disability register. This information is private and confidential.

7. The Early Years Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Foundation Stage Framework 2026. Our curriculum planning focuses on the Early Years Development criteria and developing children's skills and experiences, to work towards a Good Level of Development (GLD) by the end of the Reception year. Our school fully supports the principle that young children learn through play-based activities and by engaging in well-planned structured activities. Teaching in Reception builds on the experiences of the children in their pre-school learning and develops their skills, abilities and independence so that they are ready for the transition from Reception to Year 1.

We have built up strong partnerships with the local pre-school providers in the area and have an excellent relationship with the Oliver's Lodge Pre-school, which is located on our school site, where many of our children transition from. During the children's first half-term in Reception, the class teacher completes the Reception Baseline Assessment (RBA). This, and our own reading, writing and maths assessments, form an important part of the future curriculum planning for each child. The children's interests are considered through child lead planning and the children's learning journey is captured online (on Tapestry), in Floor Books, as well as in the individual children's 'Learning Moments' books and class displays.

Our rigorous phonics scheme Little Wandle Revised Letters & Sounds includes high aspirational plans for all children while learning to read and write. We ensure that there is consistency of teaching through regular monitoring to ensure that children make the most progress. We have daily phonics sessions, reading sessions and writing opportunities for all children and we ensure that we adapt to all learning needs and continually assess the children so that we can deliver 1-1 or small group 'Keep Up' sessions to cover any gaps.

We are well aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. As well as parent consultations, we invite parents to workshops, such as: phonics, reading, independence and maths. This enables parents to see how the children are taught in school and how they can support their child(ren) at home. We also have phonics resources available to the parents and videos for them to watch on the school website and the Little Wandle parents' page. Regular updates are shared with parents on our online platform Tapestry. This gives parents the opportunity to begin a dialogue with their child about the day's learning. We also have regular 'Book looks' so that parents can see books and displays in school. Once a term, each child is a 'focus child' and we ask for parent views and discuss their views on their child's progress and their child's next steps.

8. The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and ensure subject coverage and progression across both key stages;
- monitor skills progression and coverage within their subject and support teachers to ensure full curriculum coverage;
- support and offer advice to colleagues on issues related to the subject, including support with CPD;
- monitor pupil progress in that subject area through monitoring, pupil perception and discussion;
- provide efficient resource management for the subject;

- monitor assessment through our rag-rated skills progression document.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum assessment document for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned and delivered.

10. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review subject areas according to the policy review timetable and meet regularly with subject leaders to discuss progression and coverage.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior leadership team monitor the teaching, progression and outcomes for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum through progression monitoring, book looks, observations and pupil voice.

Subject leaders monitor the way their subject is taught throughout the school. They monitor the teaching, progression and outcomes where appropriate, and ensure that appropriate teaching strategies are used through progression monitoring, book looks, observations and pupil voice. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Policy Review Cycle – 2025 to 2028