



St Paul's Catholic Primary School

'Do Everything with love.'

Curriculum Statement

Our Vision

Our Vision is to provide an outstanding education for our children. We want them to be fluent readers, with a love of literacy, to communicate effectively both orally and in writing, to have an excellent understanding of mathematics. We also want our pupils to have highly developed social, moral, spiritual and cultural awareness. Children will be knowledgeable across each of the subject areas through rich and varied curricular provision, which is personalised to their needs. We will encourage our children to have high aspirations, to believe in themselves as learners and in doing so be successful at every stage of their education and beyond.

We will achieve our vision by living out our Mission Statement-

'Do Everything with Love.' St Paul's to the Corinthians

This means that we will....

- Show our love for Jesus in everything we say and do
- Respect everyone by recognising that God made us all different but equally valued.
- Strive for excellence and find ways to share, develop and celebrate our talents.
- Promote a safe, happy and enjoyable environment.
- Actively support our school, parish and the wider community

The curriculum at St Paul's firmly underpins our vision and mission statement, from which a culture and ethos is generated that supports the spiritual, moral, social and cultural development of the whole school community. In the daily living of our Catholic faith, we aim to ensure that Religious Education and spiritual development will permeate every aspect of our curriculum so that it is explicit and implicit within our community. Rooted in prayer and lived out in the daily life of the school, pupils and staff are supported to grow in faith and deepen their relationships with God and each other.

Our Curriculum aims to:

- Provide a Catholic education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- Provide an environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth;
- Nurture our children and keep them safe and empower them with the skills to do this for themselves
- Provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts.
- Inspire a love of learning
- Provide an excellent standard of education across the curriculum which will enable children to be ready for the next stage of their education and beyond
- Develop children to be resilient, curious and reflective learners who work cooperatively with each other
- Inspire confident, motivated children who enjoy a challenge
- Provide leadership responsibilities for our children

IMPLEMENTATION

- Each curriculum subject has a progressive long-term skills and knowledge maps which ensures coverage and layering of knowledge overtime written by the subject leader specifically to reflect our school's context
- Subject leaders have clear roles and responsibilities which include monitoring to ensure progression and coverage of skills and knowledge across the Key Stages.
- Subject leaders are appropriately supported and are given time and help to develop their own skills.
- Key concepts are presented clearly so that they are embedded in the long-term memory and over- learning is prevalent, this is also monitored by subject leaders
- Knowledge and skills are retrieved through 'flashback 4' style questions at the beginning of lessons that ask different types of questions about the last lesson, last unit, last year's learning, previous key stage learning. These may be recorded in books.
Assessment in the foundation subjects are carried out half termly and percentages are recorded.
- Subject leaders produce an annual review and action plan in July and this feeds directly into the School Improvement Plan.
- Reading is sequential, developing pupils' fluency and enjoyment of reading. It is promoted in all subjects.
- We have specialist teachers in art, music and Spanish which ensure excellent learning in these subjects
- We have a recently reviewed RSE and use 'Live Life to the Full' as our main scheme of work (Catholic resource by Ten:Ten) This has been incorporated into our PSHE curriculum
- The curriculum is effectively enhanced with a wide range of extra-curricular activities that reflect the needs of the pupils with clubs such as Karate, Lego Therapy, Theatre kids etc.
- All curriculum subjects include memorable experiences and help to add knowledge to long term memory These include Residential, trips to the theatre, musical and sporting experiences etc.
- Senior Leadership Team/Governors oversee the implementation of the curriculum; most subjects have link governors who review the work of the subject leader
We have a number of missionary roles at St Paul's that enable ALL pupils to live out the Gospel values. These include: prayer leaders, prefects, St Paul's Guardians, Catholic Social teaching ambassadors, play leaders, cyber ambassadors, relational leaders, junior road safety officers, reading champions, altar servers, sports captains and happiness heroes.

IMPACT

We use rigorous triangulated monitoring throughout the year to gage the impact of our curriculum design. Alongside senior leaders, middle leaders and subject leaders, monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. This is identified through half-termly monitoring schedules on key priorities throughout the year.

Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps.

We are mindful of the coverage within the curriculum but the learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.

The impact of our curriculum is seen in:

- High standards and High expectations
- Progress which build incrementally year-on-year at a pace and momentum appropriate to the learner.
- Quality first-hand experiences which are memorable, worthwhile and challenging.
- Teaching which is rigorous, personalised, innovative and learning-centred.
- Learners that are resilient, questioning, resourceful and independent.
- Self-aware learners, with well-formed characters, who have a thirst for learning and see it as a route to maximising their life's chances.
- Individuals who value and respect one another and demonstrate our mission in action.

The curriculum is regularly reviewed, developed, monitored and evaluated by the Headteacher, Deputy Headteacher, Lead practitioner, School Leadership and Management Team, external advisers and governors, leading to improvements and innovation.

Assessment is both formative and summative and progress and attainment are regularly tracked throughout the year.

What children of St Paul's think about our curriculum?

That it is fun and isn't always RE

We should all care for each other and follow Jesus.

To learn and to be the best you can.

To learn new things, to feel safe, Make new friends

What parents of St Paul's think about our Curriculum?

To help the children deepen their understanding both in learning and social life.

To make children grow in God's love

To make every child feel important and appreciate their uniqueness.

Assessing our children's learning within the curriculum

Foundation Subjects

Subject leaders of foundation subjects track progress across year groups and throughout the year for their key subjects but also to ensure skills and knowledge are transferred. Teachers use an excel document to track pupils who haven't met pre-identified skills/knowledge in RE, Geography, History, Computing and Science. Additionally, subject leads have mapped out key learning in each year group and have planned 'Flashback 4' models for each lesson to ensure learning from previous units, years and key stages are constantly revisited so that children remember more over time.

Assessment wheels are used in PE and baseline assessments are completed in PSHE.

Subject leaders are held accountable for tracking the data for their subject across all year groups and completing termly SWOT analysis to inform of next steps for their subject to ensure consistent improvements in the teaching of their subject. (Assessment policy 2025)

The evidence in the pupils' books, the quality of teaching and discussions with pupils all combine to show that attainment and progress in RE are good, with some elements of very secure practice observed on the day of the validation. - RE Validation 2019

The curriculum is carefully planned so it is broad and ambitious for all pupils. Subject leaders use their strong subject knowledge to review and improve the curriculum. They continuously develop the curriculum so that it meets the needs of pupils. This includes additional knowledge which is broader than the national curriculum in subjects such as music. Curriculum plans identify and arrange important knowledge carefully to support pupils in building their understanding from Nursery to Year 6. Ofsted 2023

