

Intent

As a Catholic school, we hold Christ at the centre of everything we do. Our curriculum is closely designed around our school mission and vision statements and has been developed, using Cornerstones as a basis, to support the needs of our community and the child as a whole. Working alongside our parish and local community we foster an ethos of service to individuals and to society. We use Cornerstones curriculum as a base for our curriculum and is underpinned by our core virtues of: Compassion and love, tolerance and peace, forgiveness and mercy, faith and hope, justice and truth, service and humility.

When planning our curriculum, we recognise the disadvantaged social and economic backgrounds of many of our families and therefore it is designed to enhance children's awareness of different cultures, practices and beliefs. We include and promote British values to ensure that our students are aware of their rights and responsibilities in modern Britain and that they are prepared for life today and life after St. Cuthbert's Catholic Primary & Nursery School. We intend that our curriculum educates the children in the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, close the cultural gap and raise aspirations. We have a cross-curricular topic approach and, alongside this, we build in enrichment opportunities, which immerse the children in a variety of relevant themes, focusing on our local area and surroundings. If we are to open doors for the children's futures, then a curriculum that is literacy rich and language rich is a must for our school as so many of our children start school with a very limited vocabulary, particularly our EAL learners. Therefore, we place a high focus on developing the children's vocabulary and oracy and use quality texts to do this. Reading is at the heart of our school and central to the children's learning.

Our curriculum is designed to develop the behaviours which learners need to succeed in the world such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement, enquiry and independence. We believe that enjoyment of the curriculum promotes achievement, confidence and good behaviour and the curriculum is designed to include a range of life experiences (including trips and extra-curricular activities) which will enhance the children's learning.

We intend that our curriculum will promote physical, emotional literacy and mental well-being and ensures children know how to keep themselves safe and healthy. We recognise the valuable contribution and positive impact of sport and children are offered and encouraged to take part in a wide range of activities.

Implementation

RE- St. Cuthbert's is a Catholic School and as such we recognise the RE curriculum as a core subject and central to the whole school curriculum which underpins all teaching. We use the following as a basis for our RE curriculum; The Vines and Branches (currently EYFS, Year 1 and Year 3), The Way the Truth and The Life, TEN TEN (Life to the Full), and CAFOD. Through these we strive to ensure that the Christian virtues show themselves not only in the R.E. lessons but at all times. Parents who wish their children to be prepared for the Sacraments of Reconciliation,

Holy Communion and Confirmation, follow a programme prepared by our RE teachers, supported by the Parish.

Phonics – We are very proud that we are a HUB partner school with Orgill English HUB and are receiving additional support from the HUB to support our delivery of phonics.

We teach phonics in EYFS and KS1 Read Write Inc. DfE Validated scheme. Targeted, additional support (Fast Track phonics) is given for children where needed, including any children in Year 2 to enable them to pass the Phonics Screen on their second attempt. Our children are grouped according to their ability and are supported by trained staff. Our children move swiftly through the levels of RWI as progress is speedy. We have empowered STA's to deliver phonics in groups. All staff are fully trained in the delivery of RWI and have regular coaching sessions with our Reading Lead and also RWI specialists.

Reading - We recognise the importance of reading across the whole curriculum and its impact on the future success of our children. They are taught to read confidently, fluently and with a good understanding. Children are encouraged to develop the habit of reading widely and often, for both pleasure and information through daily practice and whole class reading (5 times a week reading initiative). In KS2, we use 60 second reads (Rex retrieval, Predicting Pop, Inference Iggy etc) to ensure we have coverage of the curriculum and to enable our children to understand and apply the range of reading skills they are learning. Reading is at the heart of our curriculum and real texts are used to introduce topic across different subject areas. Class reading areas are regularly updated with topic themed books and author books from the school library service/ spellbinding/ local museums and library. Each class has a half termly opportunity to visit the local library and the Library van visits us too. Children can choose a library book to read for pleasure in addition to having a book from a progressive reading scheme to practise at home. We also have a weekly 'buddy' reading sessions, where the younger children are buddied up with a younger child to share a book. In KS2 we have a Reading Box, where by the children self-mark their answers, therefore ensuring a deeper understanding. We regularly run competitions and events to encourage children to read a range of texts and to enhance their understanding and enjoyment of them. Children look forward to world book day and enjoy writing book reviews to share their favourite stories with their friends and teachers.

Writing – We use the Power of Reading to support writing from R to Y6. This means that each half term a new book is read in each class (sometimes more frequently in EYFS and KS1 due to the length of texts) and teachers generate writing opportunities from this book. In KS2 we also use BIG WRITES and slow writing (where writing is initially scaffolded).

We assess writing using independent writing tasks at the end of every term, which is set by the class teacher, which is supported by English Subject Lead. This is then assessed using our writing assessment criteria for that year group which are based on the National Curriculum objectives. Longer writing across the year is used to build up a portfolio of evidence for each child to use alongside these assessments. There are writing opportunities within every curriculum topic at school. This also forms part of the evidence for evidence.

These are moderated as a staff body each term and also taken to local cluster group moderation meetings. We regularly report to Governors too.

Maths –

Using Hamilton as a basis for our Maths curriculum with aspects of White Rose ensure we have full coverage of the NC. From books looks/ assessments and inset days. As a whole school we

deliver maths using a stage not age approach. Additionally we also use Big Maths to embed key skills and essential mathematical knowledge required to progress to reasoning and problem solving. We use BIG maths Beat that as a weekly form of assessment in Year 1 up.

We build basic skills knowledge using TT Rock stars, study ladder, CGP study books, Maths Boxes, CLIC sessions across Reception and KS1 and KS2. These improve fluency of basic skills and allow children to secure their knowledge of shapes and measures. To improve times tables knowledge, we use our weekly tests, weekly CLIC sessions, Study Ladder and 'Times tables Rockstars' to encourage children to become more fluent and compete against other children in class and in Countrywide competitions.

Children in Year 6 who are exceeding enjoy extra maths sessions at the local secondary school, this also prepares them for their transition.

We are very lucky to be working partnership with the Maths HUB, who work closely with our maths subject lead. The Maths HUB also ensure we have links with local cluster schools to ensure continual improvements, staff CPD, accountably and also moderation.

Foundation subjects – Foundation subjects are planned through half termly or termly topics using Cornerstones as a base. Each topic is planned carefully, catering for multiple year groups. We hold regular curriculum planning days with the staff to reflect upon and further develop our curriculum. We have recently introduced Cornerstones curriculum at St. Cuthbert's as a basis for our children, ensuring absolute coverage of the National Curriculum.

Wherever relevant and possible, topics are enriched with workshops, visiting speakers, special events and educational visits.

Impact

The impact of our school's curriculum is measured through several means in addition to the statutory assessments required of each school. The children are regularly assessed, using formative and summative assessments against the relevant frameworks and across the breadth of the curriculum. We use Cornerstone assessments as our half termly teacher assessments as well as following the Mater Chrsti DATA strategy.

Teachers use a range of feedback strategies in class and children are familiar with and confident using self and peer assessment strategies.

Further information can be found in our assessment and Feedback policies.

Although small, 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. It is the **class teachers, STA's and SEN TAs'** responsibility to ensure that classroom practice and subject delivery matches our curriculum intentions. The Headteacher and teaching team rigorously check implementation and review the curriculum using triangulated monitoring throughout the year to gauge the impact of the curriculum design. **Subject Leaders** monitor individual subjects: reviewing learning, evaluating pupil voice, work collaboratively to move practice forward, celebrating positives and highlighting areas of development.

Governors, as part of their overall school scrutiny, monitor curriculum progress and impact via Headteacher Reports, SIP Progress Reviews and their link Governor Visits and drop ins.