



ST. PETER'S CATHOLIC PRIMARY SCHOOL

CURRICULUM INTENT, IMPLEMENTATION AND IMPACT STATEMENT

At St. Peter's Catholic Primary School, the curriculum is designed to recognise children's prior learning, provide a range of engaging and purposeful learning experiences and allow all children to grow as learners. Fundamental to our curriculum is the understanding that every child is unique. Through our curriculum, we aim to promote positive attitudes to learning so that all pupils make progress.

Our curriculum has been planned around the following principles:

- From the outset, our children will be provided with a range of opportunities to develop their oracy skills. Learning will involve a range of high quality speaking and listening skills to develop their communication, vocabulary and language.
- Reading is at the heart of our curriculum. Our children will enjoy reading a range of books and can use a variety of reading skills with confidence.
- Our curriculum is broad, balanced, purposeful, engaging, relevant and challenging, providing pupils with a range of rich and varied contexts and learning experiences to develop knowledge, skills and understanding.
- Through an enquiry based approach, our children will develop lively, enquiring minds and critical thinking.
- It will provide a clear and cohesive sequence of learning, which enables children to link knowledge and concepts across subjects and build on what they have previously been taught
- It will promote the spiritual, moral, social, cultural, mental and emotional development of all pupils.
- It follows our mission statement, which states: 'We encourage each other to aim high and achieve in a supportive and caring environment whilst creating treasured memories and values which stay with us for life.'
- It will develop a range of positive learning behaviours including resilience, collaboration, concentration problem solving and reflection.

- Our children will be encouraged to appreciate, value and respect the diversity in our society and the environment in which they live;
- Our children will care about the wider world and the environment. During their time in school, they develop an understanding of their responsibilities as global citizens.

CURRICULUM IMPLEMENTATION

Our curriculum is designed around three core themes – History (Discover), Geography (Explore) and Science (Investigate). Teaching staff consider the outcomes they want to achieve and then work backwards following a sequential approach. Staff design learning that focuses on the need to gain a thorough grounding of knowledge, skills and understanding. Schemes of learning have been designed to identify the ongoing assessment of knowledge. Pupil assessment and progress determines the development of learning. We have an unwavering commitment to developing vocabulary throughout a topic and providing opportunities for communication. Our curriculum design is underpinned by these core areas:

- All topics are based on a key enquiry question so that pupil develop enquiry skills and have ownership over the learning journey.
- Literature is carefully selected to support each enquiry.
- Vocabulary development is a key part of our curriculum and will be embedded within all curriculum plans. It is explicitly taught and promoted in the learning environment. High quality talk is an important part of all teaching and oracy is a key driver of the curriculum. Opportunities are explicitly mapped in to allow pupils to develop their oral skills in a range of contexts and for a range of purposes.
- The development of basic skills is a priority and are practised through a series of well-planned contexts and cross curricular themes.
- Teaching is done through subjects linked to a core topic so that children develop a sound understanding of subjects and can broaden their general knowledge and understanding of the world around them. Children are immersed in each subject, and it has a clear sequence of learning.
- Within the curriculum, we intend to provide a range of learning experiences to strengthen the retention of knowledge, skills and understanding.
- The curriculum is designed to allow pupils to sustain greater depth in their learning. We aim to ensure that learning is deep, rather than shallow.

Therefore, we consider a progression of acquiring knowledge, skills and understanding.

- Teachers spend time considering carefully how they will support pupils to plan, monitor and evaluate their learning. Within our curriculum, modelling is the cornerstone of effective teaching so that the thought processes of an expert learner can be shared and can support pupils' metacognitive skills.
- Assessment and feedback is integrated into the curriculum so that a range of feedback is provided throughout a sequence of learning. Subjects are supported by age-related assessment criteria which ensures appropriate challenge for all pupils. Each topic includes a range of formative assessment strategies so that teachers are acutely aware of pupil' progress and retention of key concepts so that they can be revisited through the sequence of learning. These are also used to inform planning and the 'next steps' in learning.
- In EYFS, topics are taught through a text-led approach linking in areas of the Early Learning Goals throughout.

More detail about the implementation of our Curriculum can be found in the following documents:

- Curriculum Overview 2023-24
- Early Years Framework
- Maths - White Rose overviews for each year group
- Maths policy
- English - progression maps
- Little Wandle Phonics and Early Reading statement
- The writing sequence at St. Peter's
- RE - Come and See overview
- Curriculum maps for each subject
- Progression of Skills document
- Phonics Promise
- Reading Promise
- Maths Promise
- Long Term plans for each year group
- Medium Term plans - class pages of school website

CURRICULUM IMPACT

The impact of our curriculum can be seen through high quality work in books, on display and shared on social media. More importantly, it is articulated by our children, who speak positively about their range of learning experiences in school. Regular monitoring and reflective discussions are used to evaluate the impact of our curriculum. All subject leaders are involved in this and senior leaders ensure that they are given time to enhance their subjects through careful review. At St. Peter's, we believe that our curriculum should constantly be evolving and improving. We believe that improvements can always be made to ensure that content, lesson sequencing, progress over time and fidelity to each subject is our priority. Our children leave St. Peter's equipped with a wide range of knowledge and skills so that they are well placed to transition to secondary school.