



St. Jude's Catholic Primary School

We live, love and learn together joyfully in Jesus' name.

Curriculum statement

At St. Jude's Catholic Primary School, pupils are at the heart of everything we do. It is our ambition that every pupil should leave knowing God's love and being able to show God's love to others and to the world around them. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. We adopt fully inclusive practice, which means all children are able to access the curriculum we offer, regardless of their learning requirements. Each day we encourage our children to be the best that they can be, take pride in their learning, and make a real difference. Inspired by Pope Francis, we endeavour to empower to make a real difference in our diverse, ever changing society with the message:

“Dear young people, do not bury your talents, the gifts that God has given you.”

Rationale

The breadth of our curriculum is designed with agreed goals in mind:

1. To give children appropriate experiences to develop as confident, responsible citizens;
2. To provide a curriculum that is stimulating, developing a rich vocabulary in our pupils which equips them to overcome disadvantages;
3. To develop in each child the ability to relate, co-operate and communicate with others in the process of learning;
4. To foster respect for religious and moral values, and tolerance of other races, religions and ways of life;
5. To provide a coherent, structured, academic curriculum that leads to rich knowledge for all and a greater depth of understanding for those who are capable.

1. Appropriate experiences Our pupils' backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum. At the centre is our Mission, which shapes our curriculum, brings about the aims and values of our school, and responds to the particular needs of our community.

Ways that we develop this at St. Jude's

Faith & Spirituality - this helps our children to develop personal relationships with God through prayer and reflection. As partners in a diverse and ever-changing community, we respect and value the beliefs of others and recognise how they have an impact on our community.

Possibilities - which helps children to build aspirations and know available possibilities for their future lives. We give them opportunities to develop life skills and experience new things.

Environment - which helps children to understand and appreciate their locality, facilitating their relationship to the wider world and encourages a dedication to it.



2. Cultural capital

Our children have limited experience and background knowledge, so providing a curriculum suited to their needs is essential. However, we do recognise that our families bring a wealth of identities and experiences from which our pupils can grow and flourish. Through planned experiences, trips, visits and carefully selected resources, including a wealth of quality fiction and non-fiction texts based on Doug Lemov's 'Five Strands of Reading', pupils are given background knowledge, vocabulary and interactions, which support each step of their learning journey, capturing the wonder and awe of the world we live in. This also helps our pupils know that the society we live in is diverse and therefore our curriculum and school life reflects this. We aim to weave the golden threads of British Values - social, cultural, vocational, moral and understanding of democracy, rule of law, liberty, respect and tolerance - through our curriculum. (Please see our Cultural Capital statement and St. Jude's 48 document for more information.)



3. A coherently planned academic curriculum

(see curriculum long term plan and skills progression documents)

Our Mission and the three drivers underpin our curriculum.

We use both the EYFS framework and the National Curriculum to shape the content and expectations of our curriculum. The curriculum is developed for the needs of our pupils and is ever changing but is built upon the key skills, knowledge and progression, which will support our children for life.

To support children to develop love of language, key texts are built into curriculum teaching. We, as a school, want the best for our pupils and through research and CPD are continually developing our subject knowledge and resources to adapt to new challenges.

Our knowledge rich curriculum is used to help structure this in each year group and look at skills progression within each phase. We have structured this so that each year group has:

- 1) a clear list of the breadth of topics that will be covered;
- 2) the essential objectives, facts and vocabulary pupils should use and understand.

LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired correctly and systematically, teachers create extended knowledge; they create life-long learners.

- 3) criteria for progression within subjects covered;

a) The long term curriculum plan for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects, it also provides for pupils' growing cultural capital.

b) Skills are planned for and chosen to build conceptual understanding within subjects and are repeated many times in each topic.



Implementation

Our curriculum design is based on evidence from cognitive science based on Rosenshein's 'Principles of Instruction.' As such, learning is designed and delivered using the following process:

- 1) Daily Review
- 2) New materials in small steps
- 3) Ask questions
- 4) Provide models
- 5) Guide student practice
- 6) Check student understanding
- 7) Obtain high success rates
- 8) Scaffolds for difficult tasks
- 9) Independent practice
- 10) Weekly and monthly review

In addition to these principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practise for previously learned content.



Impact

The impact of our curriculum is that by the end of each unit of work, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum. For example, pupils complete a mini-test for non-core subjects at the beginning and end of a unit of study – this enables us to see the impact of their experiences and learning in school.

As a result, most children who leave our school will have:

- a strong spiritual knowledge and faith based upon the St. Jude’s Mission statement and the Catholic ethos of our school;
 - A competent grasp of the curriculum across all subjects with sound skills in the fundamentals of reading, writing and maths.
- a strong web of knowledge across the curriculum subjects that is durable and transferable from one context to another;
- the ability to retrieve knowledge and make connections between contexts;
- the ability to apply their skills across a range of subjects and in different situations;
- an ability to think deeply about important concepts;
- an ability to apply their knowledge and use it to solve problems and generate creative solutions;
- the ability to be creative, innovative and think critically;
- awareness of other people's feelings;
- tolerance and forgiveness;
- the ability to make deeper connections in their learning as a result of their access to experiences through our school that they would not otherwise have had;

- the ability to think critically about the knowledge they have gained and make emotionally literate and morally responsible decisions for themselves and others, when needed;
- the knowledge and resilience that they need to keep themselves and others safe.

Questions we ask ourselves as leaders of learning in our school:

- 1) What is the best, most useful and enjoyable part of each subject that we want our pupils to know?
- 2) What knowledge and/or skills do we want our pupils to know and be able to do at key points?
- 3) How does our curriculum address social disadvantage and bridge the gap in students' knowledge and skills?
- 4) How will we ensure that lessons are sequences and taught in a logical progression, to enable students to build upon and revisit their prior learning?
- 5) How is the curriculum designed to embed and master literacy, challenge and retrieval practice, whilst re-inforcing key habits over time?

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