



St Edward's Catholic First School

Curriculum – Intent, Implementation & Impact

INTENT

At St Edward's Catholic First School, we place great importance on a curriculum which develops the whole child. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered.

Our curriculum is mapped to include coverage of the National Curriculum and prepares and equips children with the knowledge, skills and understanding for life in modern Britain and the importance of global citizenship. Our curriculum is designed to challenge, engage and motivate with the ultimate goal that our learners progress academically and become successful, confident individuals, who make a positive contribution to the community and society - both now and in the future.

Our aim is to broaden the horizons of our children and develop the whole child spiritually, socially, emotionally, culturally and physically.

At St Edward's we want our children to be aware of the teachings of the Gospels and to embrace the school mission statement, "We see Jesus in everything we do". We want them to be global learners; to be aware of the wider world and its current issues and to understand and respect cultural diversity and differences. To do this, we aim to provide our children with an understanding of how the world works and encourage participation in the community at a range of levels, from the local to the global. We teach our children to try and make the world a more sustainable place and to take responsibility for their actions. We do this by providing learning linked to:

- International/Cultural understanding
- Respect for others and our differences
- Community participation (local and global)
- Sustainability and environmental issues
- Challenging stereotypes

IMPLEMENTATION

Our Foundation Curriculum is taught through play and Planning in the Moment. We use the children's questions and curiosity to enhance their learning experiences. Extended provision and focussed teacher led activities ensure that the seven areas of learning are delivered.

We think very carefully about the knowledge that we want the children to learn in each subject and the skills we wish them to develop. We refer to National Curriculum requirements but have an awareness of the context and demographic of our school and we make sure we expand on previous learning.

All of our curriculum lessons are devised to introduce children to a line of enquiry and encourages investigative skills, curiosity and challenge.

The Core Subjects

For our core subjects, we use a variety of planning and teaching resources believing that following one programme would not provide the bespoke teaching and learning experience that we want for our pupils. Using prior knowledge as a starting point for all future planning and teaching, we plan lessons which are designed to enable all pupils to make progress.

We teach reading as a whole class from Y1 - 4 with a focus on understanding and applying reading skills and with an emphasis on developing fluency and stamina. Reading across the curriculum and reading for pleasure is an integral part of our curriculum. We use Jane Considine's Hooked on Books approach to encourage the children to explore their understanding and interpretation of a given text.

In our writing, we focus on three main purposes - to entertain, to inform and to persuade. Our teaching is based on developing children's skills in all three areas through the processes of immersion, imitation, invention and independence. We place a great emphasis on teacher modelling and sharing what a 'good one' looks like. We are intent on constantly improving and widening the children's vocabulary and offer regular challenges in this regard.

Maths is taught primarily, but not entirely, through the White Rose Maths programme. Skills are taught in small steps and consolidated and applied throughout the lesson. Problem solving, reasoning and a willingness to "have a go" are integral components of our Maths lessons.

For the CORE subjects of English and maths, we currently use the PIRA & PUMA assessment tools and we capture data at 3 points across the year to allow us to track all children and vulnerable groups. Termly Pupil Progress meetings ensure that no child is able to slip through the gap and that necessary interventions are focussed and timely.

We closely monitor all vulnerable pupils and closely monitor pupils who aren't making the required progress, allowing us to be certain that we are meeting our INTENT of developing pupils academically. Both Core and Foundation lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels. We place a huge emphasis on pupil engagement and design lessons with the help of our pupils. Pupil voice is central to all decision making at St Edward's. To implement our intent, we ensure that our children are invested in their learning, making a positive contribution to the planning and design of our curriculum. Lessons are engaging and follow a broad and balanced curriculum which is designed to interest, inform and inspire our children.

IMPACT

We aim to ensure that all pupils leave St Edward's Catholic First School with;

- a secure understanding of the academic content of the curriculum
- the understanding of how to be spiritually, socially, morally, and culturally responsible and aware
- an understanding of how to make positive contributions to the local area
- a desire to endeavour to be the best that they can be
- an attitude that inspires them to see Jesus in everything they do

We aim for all of our children to leave St Edward's respectful, skilful, and ambitious; with a love of learning and a thirst for life and all it has to offer.