



Curriculum Intent, Implementation and Impact Statement

It is through our curriculum that we want to offer rich experiences and challenges to the children so their time at school is memorable and rewarding. The curriculum supports the day to day formation of our children. Our curriculum is thoughtful and well developed and gives the children an excellent starting point to life.

Central and at the heart of St. Patrick's curriculum is the promotion of social justice for all. As a Catholic school, the core values of our curriculum are built upon Catholic Social Teaching which is based on the belief that God has a plan for creation; a plan to build His kingdom of joy, justice and peace. The curriculum promotes that God has a special place in His story for each of us, whoever we are. Our part in this plan isn't just limited to things 'spiritual', or things we might do on Sundays, but that it involves every aspect of our lives, from the things we pray about, to how we live as a responsible global citizens. Our curriculum sets out an intention that everyone has a vocation for the common good, a call to treat everyone as brothers and sisters and is something that we all share.

Curriculum Vision Statement

St Patrick's provides its pupils with a broad, balanced curriculum which is underpinned by our Mission Statement **'Seek Ye first the Kingdom of God' - we are here to spread Joy, Justice and Peace.**

The core values of our Catholic education remain central to the life of our school and we want our children to have a sense of self-worth through their experience of belonging to a caring community and to giving in return to their community. We aim to develop the importance of values, whilst respecting the differences of others.

Our curriculum is designed to develop independent, confident and successful learners with high aspirations and who are well prepared for life in modern Britain.

We aim to provide them with a clear understanding of the possibilities and opportunities that there are for them in life and we believe that our pupils should leave us with a love of learning and an understanding of the world.

We want our pupils to be prepared and equipped with the necessary skills to be able to face the challenges ahead.

Our curriculum is designed and driven by a firm belief that we need to develop their inquisitiveness, determination, motivation, resourcefulness and resilience. The curriculum is purposefully designed to provide opportunities of first-hand experiences wherever possible.

Implementation

Our curriculum promotes children's independence, resilience and confidence.

To do this our curriculum:

- is inclusive, so that every child can achieve their potential. Not all children learn at the same rate or in the same way. We need to adapt to this. Teachers don't all teach in the same way for every lesson. Teachers have the freedom to structure lessons with independence. As a learning community we are more concerned with the outcomes than the processes.
- reflects children's interests and their world, to make learning meaningful and purposeful. We need to provide curriculum opportunities that are meaningful and purposeful.
- is interactive and engaging to children developing their interests and skills in an appropriate way.

To achieve this, we have adopted **7 Key Principles**. We will:

- use creative **stimulus** eg artefacts, texts, images, activities, visits and the arts to bring topics alive. Not all lessons will start the same way or be restricted by set methods. Teachers will engage pupils according to the topic, their own interests and the interests of the children. We aim to inspire children – this means we have to be creative and teachers need the freedom to do so.
- provide as many memorable **first-hand experiences** as possible.
- develop local, national and global **multi-cultural awareness**, across the school.
- Teach the children to be better at things, not just learn about things. For example we want the children to develop their historical skills through learning about the Romans – not just learn facts about the Romans.
- make the **outdoor environment** an integral part of provision wherever possible.
- take the school into the **community** and bring the community into the school. We never want to learn in isolation. Our school is part of a community and we have a responsibility to be a positive part of that community.
- promote **health and safety** including e-safety, in all areas of the curriculum so that the children learn how to keep themselves safe and so that they feel safe,

Skills, knowledge and understanding are taught in the context of a termly over-arching themes, or topics. Occasionally, teachers may introduce topical areas in response to what is happening in the world or in their community. These are used to inject variety and also ensure the fulfilment of all statutory requirements. Subjects, for example geography, history or science, lead some topics, whilst others are led by inspiring literacy.

We always give Literacy a main focus, either where the topic is led by a quality text or digital imagery we also ensure that there are plenty of opportunities to write in specific genres following knowledge learnt in other subjects.

The Pedagogy

In order to provide meaningful learning experiences for the children, we teach in flexible ways depending on the children, the topic and the intended outcomes. This gives capacity to plan whole days for practical work, or to have mini-topics to focus skills and learning outcomes.

Sometimes topics and themes for learning create the opportunity more in depth about specific elements of a topic. Staff can be flexible in their approach to teaching topics – linking it to other curriculum areas where it is natural to do so. This structure allows us to offer this opportunity for pupils to read widely around a subject, whilst encouraging a thirst for knowledge and opening up wider opportunities for independent learning.

Teachers ensure that over a half term, Literacy and Numeracy are clearly developed so that learning deepens in the key areas of learning so that children can embed their learning and develop a deeper understanding.

Additionally, several elements of literacy, such as reading, phonics, handwriting and SPaG are timetabled on a daily or weekly basis.

Our aim is to ensure that the key skills and expectations in literacy are embedded and used in all areas of the curriculum. For example, we would expect to the same standards in writing in History as we would in a Literacy book. We do not teach skills in isolation.

Currently, Maths usually takes the form of a daily lesson, though we do incorporate Maths skills in other areas of the curriculum where possible.

Breadth of Curriculum

It is vital that the children receive a rich curriculum in all areas and not be limited to a narrow and dull curriculum. Children have the right to experience a rich, broad and balanced curriculum and this is our aim.

We consider carefully topical issues, moral and ethical issues, multi-cultural issues; religions; famous people; artists etc. These will include: entering competitions; responding to topical issues; developing projects with external providers; listening to visiting speakers, having curriculum experts enrich our curriculum, attending sporting events, working in collaboration with schools across Europe, celebrating religious festivals; national days of interest or developing topics suggested by the pupils.

We want our children to experience the curriculum and see how rich it can be by providing the very best of opportunities to them.

The curriculum should provide rich opportunities for the children to develop in a wide range of areas:

- Regular opportunities to share his/her achievements in assemblies and other whole school events

- Regular opportunities to contribute towards his/her learning and be involved in decision-making that effects the whole school either through School Council, Eco-Council or Parents Forum and through regular pupil perception surveys etc.
- Opportunities to represent the school through sporting events and musical/dramatic performances
- A wide range of clubs and extra-curricular activities both after school and during lunchtimes
- The opportunity to play a musical instrument
- The opportunity to join a choir
- Regular opportunities to work with the local community
- The opportunity to be a peer mentor, where older pupils might support younger pupils in their reading or writing
- The opportunity to develop skills to keep themselves safe
- Opportunities to perform in plays and other dramatic and musical performances and the support for those who find that challenging
- On-going opportunities to learn through practical, hands-on, investigative activities - growing fruit and vegetables, cooking, looking after the school ducks etc.

Visits and Visitors

To enhance the curriculum the children should benefit through the experience of:

- The opportunity to develop as a creative writer or storyteller
- The opportunity to listen to a professional storyteller
- The opportunity to see performing artists in residence on more than one occasion during their primary schooling – KS 1 & 2
- A residential visit – Year 4/5/6
- Visits that are sometimes linked to topics – at least one visit per term – KS 1 & 2
- The opportunity to play in local sports tournaments across the year – Years 5&6
- Opportunities to perform in a theatre or concert hall – KS2
- Regular opportunities to work alongside parents
- The opportunity to hear from past pupils who have excelled and can share their achievement

Impact

The outcomes of the curriculum are measured by the attainment and progress made by the children. Put simply how much the children know and remember including whether or not the children have mastered a particular skill. Teachers continually use assessment of the children's responses and the work they produce to measure impact. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. This includes book scrutinies, learning walks and lesson observations to measure the impact of teaching and learning. Teachers and leaders also have the school's curriculum assessment data to support judgements on the impact our curriculum is having.

The leadership team in consultation with staff and children regularly review and renew the school curriculum to ensure all elements are fit for purpose.