

Curriculum overview

'Therefore encourage one another, and build each other up.'

At St Cecilia's, our vision is to be a community where we celebrate everyone's gifts and where everyone flourishes and grows together

We encourage each other to use our gifts for the good of others and to build up our school as a whole. We have high expectations of academic success and strong pastoral care for all in our community.

Education at St Cecilia's Church of England Primary will be built on a firm foundation of Christian values with an expectation of high academic standards and pastoral care for all. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility ready to succeed in an ever-changing world. Our pupils will leave St Cecilia's Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding.

Curriculum Intent

At St Cecilia's our curriculum aims:



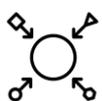
To **Inspire** children so that they are independent, confident, resilient and curious individuals who welcome challenge and new experiences. Children have high aspirations of themselves and strive to do their best.



To **Impart knowledge** on the children so that they have the knowledge, behaviours and skills to face future challenges with confidence. The children use what has been learnt and make strong connections to support future learning.



To **Develop Communication** so that children have a strong command of language and a rich vocabulary base. The children can communicate to a range of audiences confidently and actively listen to the ideas and views of others.



To **Be Inclusive** so that all children have equal opportunities to flourish academically and socially. Valuing everyone's gifts – individuality, seeing everyone as an individual and finding ways to meet the needs of all learners.



To **Promote Citizenship and Spirituality** so that children are content with their beliefs, values and morals informing their perspective on life. This means our children are caring and respect the feelings and values of others, celebrating diversity and building each other up. Children enjoy finding out about themselves, reflecting on their experiences, and the world around them which builds self-esteem so that they can contribute positively to the community in which they live.

Curriculum Implementation

Teaching and Learning Principles

To realise these aims we have core principles, based on extensive research, that drive curriculum design, teaching and learning in our school.

To inspire:

- We strive to place learning in to real life contexts with appropriate audiences
- We deliver learning content in an engaging way
- We aim high and value excellence
- We celebrate the successes of each other and praise effort and perseverance
- We organise quality trips that bring the learning from the classroom to life

To Impart knowledge:

- We ensure that our curriculum places rich subject-specific knowledge at the heart of all learning.
- We organise learning so that it is progressive and coherent so that explicit links can be made.
- We model skills and expectations clearly
- We use high quality feedback to children through a collaborative ongoing dialogue
- We ask questions to deeper understanding and thinking
- How to be successful is clearly defined
- We ensure teachers have strong subject knowledge
- We revisit key concepts regularly to ensure they enter the long-term memory.
- Each lesson begins with a prior learning retrieval activity
- Assessment for learning strategies gather information to inform future planning

To develop communication:

- We place a high value on oracy and language development
- We ensure every classroom is a language rich environment with vocabulary displayed
- We plan in opportunities for children to talk and listen to each other's views and ideas
- Adults model good language and promote the use of higher-level vocabulary
- Wherever possible, we have a 'no hands up' policy so all children must engage with questions.
- Children have opportunities to discuss answers before answering focusing on the quality of responses.

To be Inclusive:

- We have clear routines and expectations of learning behaviours
- We model and scaffold learning so that it is accessible to all
- We ensure learning is broken down in to small steps.
- We ensure we are aware of the specific needs of every child in the classroom
- We make sure key information and timetables are clearly displayed
- We utilise technology to support when appropriate

To Promote Citizenship and Spirituality:

- We encourage children to take responsibilities for their actions and for looking after the wider school environment and community
- We teach children about the democratic process and encourage children to take part in the decision-making processes in the school
- We use Collective Worship time to reflect on the world around us, explore diversity and explore moral and spiritual issues
- We ensure that the children receive a PSHE and RE programme which explores different religions and cultures
- We encourage children to contribute their thoughts and ideas to whole class discussions
- We teach children how to manage their feelings whether these are positive or negative
- We teach children and encourage them to lead active, healthy lifestyles
- We teach children about, and encourage, the development of positive relationships with people within school and in the wider community

Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

St Cecilia's Christian Values



Through our curriculum we aim to develop our school values.

Gratitude

- Being thankful for opportunities to learn in different ways
- Teachers model gratitude throughout the day – thanking children for contributing positively to the class and the school as a whole

Kindness

- Showing support for others when they are challenged
- Show kindness to yourself when you have made a mistake
- Sharing ideas and resources with others
- Showing empathy for others in the classroom

Forgiveness

- Understanding that sometimes people make mistakes and that this is how we learn
- Knowing that by forgiving people can move past a situation

Truthfulness

- Being honest with yourself when needing help and support
- Being honest when something has gone wrong even if it is hard
- Taking responsibility for own actions, efforts and work quality

Perseverance

- Completing a difficult task
- Being determined not to give up even when things are hard
- Seeing mistakes as a positive learning experience
- Using self-help before asking a teacher
- Bouncing back when facing a problem or difficulty
- Responding to challenge with a positive attitude

Wisdom

- Finding/ identifying links between their learning / sequences of learning
- Asking different kinds of questions to further knowledge and understanding
- Articulate own ideas with evidence and justify point of view
- Thinking critically about other people's views
- Using their own initiative by moving onto challenge
- Trying different strategies when things go wrong or not to plan
- Being positive and finding solutions to problems
- Making wise choices in their own learning, relating to levels of challenge and opportunities beyond the classroom

Roles and responsibilities

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

St Cecilia's Curriculum

Below gives a summary of how we teach each subject in the national curriculum. In most cases, each subject has a further, 'How we teach....' document that describes in detail our approach to the different subjects.

EYFS

At St Cecilia's we follow the Statutory Framework for the Early Years Foundation Stage and the standards outlined within it. A detailed description of the EYFS curriculum can be found by following this link:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

To support our teaching and assessment in EYFS we also utilise the non-statutory guidance document called: Development Matters. A link to this document is below

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web_2_.pdf

The children's learning in EYFS is always based around a chosen theme. These themes can change weekly or fortnightly, depending on the interests of the children. The themes chosen for the class are based on the interests of the children e.g. Castles and Dragons, Dinosaurs, Space.

We utilise the learning spaces in EYFS to its maximum having clear dedicated learning areas around the class and the outdoor areas. These learning spaces allow the children to engage in a range of different activities and are set up to reinforce and develop different skills linked to the Early Learning Goals.

There are two learning types in EYFS:

- 1) Adult led learning – this is learning where an adult teaches a session and the children complete set tasks. This can be 1:1, small group or whole class.
- 2) Explore time – This is when learning is led by the children, following their interests. Adults then facilitate learning through conversation and questioning. Adults can suggest further tasks to extend the learning.

During the last half term in the Summer, the children participate in more formal lessons in preparation for KS1.

KS1 and KS2

Year 1 – During the first half term, the children continue to work in a similar way to that in reception so that they have a smooth and comfortable transition to the expectations of KS1.

Children learn each subject from the curriculum discretely. If there are links to be made between subjects e.g history and art, then this will be planned in but only if it supports the learning in each subject.

We do not cover every subject every half term but we ensure equal coverage of subjects throughout the academic year providing a broad and balanced curriculum.

At St Cecilia's we follow the National Curriculum and therefore teach all the subjects within this including:

- **Core subjects:** Mathematics, English (Reading and Writing) and Science
- **Foundation Subjects:** History, Geography, Physical Education, Music, Religious Education, Art, Design and Technology, Computing, French, PSHE

We have carefully mapped out all national curriculum content across the year groups to ensure coverage and ensured that the content taught is unique to our school.

Within each subject area, we have also drawn out the key substantive and disciplinary knowledge that we want our children to learn and remember. These knowledge strands are built on and revisited often. As a result, we have a clear, progressive narrative through the school for each subject.

Substantive knowledge – Factual knowledge that children know and can recall

Disciplinary knowledge – This is the way in which children find out this information e.g analysing artefacts in history

To aid the teaching and learning in the school, we subscribe to a number of different schemes of learning and resource websites. Where schemes of work are used we have ensured that they are of high quality and they meet the aims of our curriculum and the needs of our children.

We see each subject as a discipline in its own right and therefore the way that it is taught can vary from the others. Our philosophy on teaching each subject is based on evidence and research. A more detailed explanation of how each subject is taught can be found in the 'How we teach.....' subject documents

Subject Summary

Subject	How it is taught
Art and design	We use the art scheme designed by Kapow. This scheme provides a progressive framework which ensures thorough coverage of the curriculum (3 units a year)
Computing	We use the Computing scheme designed by Kapow. This scheme provides a progressive framework which ensures thorough coverage of the curriculum (6 units a year)
Design and Technology	We use the DT scheme designed by Kapow. This scheme provides a progressive framework which ensures thorough coverage of the curriculum. (3 Units a year)
Geography	We have mapped out our own curriculum. We supplement what we have created with resources from the Oak National Academy and the Geographical Association (3 units a year)
History	We have mapped out our own curriculum. We supplement what we have created with resources from the Oak National Academy and the History Association. (3 Units a year)
Maths	We follow the Whiterose scheme of learning for Maths. This scheme provides a clear progression through the maths curriculum and breaks learning down in to small chunks. In EYFS we use Master the Curriculum as the steps are small for the children and the provided resources and more visual. (lesson every day)
Music	We use the Music scheme designed by Kapow. This scheme provides a progressive framework which ensures thorough coverage of the curriculum.
Physical Education	We use the PE scheme designed by Getset4PE. This scheme provides a progressive framework which ensures thorough coverage of the curriculum. We select the units that are to be covered and these are revisited.
PSHE	We use the PSHE scheme designed by Jigsaw. This scheme provides a progressive framework which ensures thorough coverage of the curriculum.
Reading	We have created a clear approach to reading in the school. Phonics – We use Read Write Inc scheme to support the early reading of our children. It provides the children with a structured approach to teaching early reading.

	<p>Independent reading (IR) – we use Accelerated reader to support our children with independent reading.</p> <p>Year 1 – children explore texts through RWI’s Talk Through Stories.</p> <p>Whole Class Reading (WCR) (Year 3-6) – Children explore in more depth class texts whether these be whole books or extracts. During these daily sessions the children dig deeper in to texts looking at developing comprehension skills.</p> <p>(lesson every day)</p>
Religious Education	We use the RE scheme designed by Discovery. This scheme provides a progressive framework which ensures thorough coverage of the curriculum and aligns with our obligations as a Church of England School.
Science	We have mapped out the national curriculum and utilise the resources from the Whiterose Scheme of learning
Writing	<p>EYFS engage with writing through a range of activities within the continuous provision. They also have a daily Drawing Club Session.</p> <p>In year 1-6, we have created our own scheme of work that focuses on a range of different writing genres and purposes.</p> <p>We have daily spelling sessions linked to a spelling pattern for the week.</p> <p>(lesson every day)</p>

General Lesson Structure

For the majority of lessons (sometimes this isn’t), the following structure will be used:

- Feedback slide – this highlights the areas that need to be revisited based on the previous lesson
- Recall/ retrieval slide – This is used to revisit key learning, address misconceptions from previous units, pre-teach content that is up and coming.
- Introduction to the focus of learning
- Vocabulary needed for the lesson is explicitly taught with definitions and images where appropriate
- Lesson content taught in small steps
- Oracy opportunities where roles include: Instigator, builder and challenger
- Independent task – verbal feedback during this
- Reflection at the end

Enhanced Curriculum

A St Cecilia's we value the importance of experiences and opportunities offered to our children so that children can live life at the school to its fullness. We have therefore created our 'St Cecilia's' experience list. Below is list of experiences that the children will have the opportunities to do during their journey through St Cecilia's although this is not an exhaustive list.

Perform in a school production	Go to the theatre	Raise money for charity	Visit a museum
Learn a musical instrument	Watch a pantomime	Learn first aid skills	Visit a working farm
Attend a residential trip	Play a new sport	Safe cycling	Lead an activity for other children
Work with a professional author	Perform in a concert/ orchestra	Hold a classroom election	Represent the school in a competition
Work with a professional artist	Grow and eat their own produce	Try new foods	Financial literacy day
Visit a different place of worship	Visit a beach	Experience different religious festivals	Visit a building site and learn about safety

Measuring the impact

Our curriculum has an ambition for high achievement for all pupils irrespective of background or starting point. To measure the impact of our curriculum we assess against our curriculum aims.

Assessment

At the end of the unit of work, an end of unit task is completed which allows the children to use the knowledge gained. This task is used to assess the children against the unit aims and to assess the recall of key factual knowledge.

For more information on assessment strategies, please see the Assessment and Reporting Policy

Evaluating the curriculum offer

When evaluating our curriculum, we ask ourselves these questions which are derived from our curriculum aims:

Inspire

- To what extent do our children show independence, resilience and high aspirations?
- To what extent does our curriculum provide new experiences and challenges?

Impart Knowledge

- To what extent do children retain the knowledge learnt?
- To what extent does children's vocabulary improve?
- To what extent does the curriculum build over time?
- To what extent do children make progress against milestones over time?

Develop communication

- To what extent does our curriculum provide a rich language environment?
- To what extent does the curriculum provide opportunities to work collaboratively?
- To what extent does the curriculum support children with oracy skills?

Inclusivity

- How well is learning broken down and scaffolded?
- How well is assessment used to inform planning?
- To what extent does the curriculum meet the needs of all learners including SEND/ EAL etc?

Citizenship and Spirituality

- To what extent does the curriculum allow children to take responsibility for their learning?
- To what extent does our curriculum allow for diversity?
- To what extent does the curriculum offer opportunities to present work in creative ways?
- To what extent does offer opportunities to utilise the skills of the wider community?