

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



Rooted in faith

Growing in love

Learning for life

CURRICULUM POLICY

Curriculum Statement

Intent

As a Catholic school, the precepts of Catholic education remain at our core. We believe in a challenging and ambitious curriculum, rooted in Gospel values, where all subjects are valued. A broad and balanced curriculum will equip our children with the skills, experiences, knowledge and understanding that they will need for their next stage in learning and to be good citizens in the wider world we live in and contribute to the Common Good.

Mission Statement

At St Francis of Assisi, we are rooted in faith, grow in love and learn for life. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

Curriculum Implementation

Our aim is to deliver an exciting, relevant, stimulating and challenging curriculum for each and every child that attends our school. Our curriculum not only meets the requirements of The National Curriculum, but also the needs of our children in our school. We aim to ensure that every pupil who enters our school leaves at the end of Key Stage 2 at least at the Age Related Expectation for all subjects, demonstrating deep knowledge, skills and understanding. We have ambitious expectations and encourage children to embrace challenge. Furthermore, we want to ensure that our children develop into aspirational, successful young people who are confident, well-rounded and ready for secondary education and later life.

KS1 and KS2

In Key Stages 1 and 2 our learning is based around and linked to half-termly themes, adapted and delivered through a topic focus. Where possible, teachers link the learning across the wider curriculum to the half-termly themes ensuring a development of skills and knowledge from a range of curriculum areas. Teachers organise high-quality learning experiences within a theme.

We recognise R.E as a core subject, so we adhere to a diocesan-wide scheme. As of autumn 2023, a new scheme (RED) has been introduced in Early Years, Year One and Year Six. In autumn 2024 this will extend to Year 2 and Year 5. In the interim, the remaining year groups are continuing to follow 'Come and See'. We are committed to providing the children with the rich and varied learning opportunities that will help them to be able to deepen their knowledge and understanding of the Catholic faith. Our EPR and PSHE Curriculum (ten:ten) helps develop fully rounded children who are healthy, sociable and emotionally literate. It covers key

concepts and skills to help fulfil our statutory responsibility to support pupils' SMSC education, focusing on Health and Wellbeing, Relationships and Living in the Wider World. British Values are at the heart of our EPR curriculum which prepares children for life in modern Britain today. It also helps pupils develop and apply skills and attitudes to allow them to become full and active citizens in our wider global community. Relationship and sex education (RSE) is also part of the curriculum and takes the form of a programme with a moral framework related to the age and maturity of the children taught. The programme we follow is one approved by the Diocese and parents are invited in to view the materials before the children are taught the subject in the summer term.

Our writing is linked to the half-termly theme, where possible, or inspired through a quality text and covers a range of different genres which are taught progressively across the school. Teachers use a range of techniques to develop children's writing skills, with a high focus on language and vocabulary use and development.

We teach reading skills, linked to the content domains, through separate whole class reading lessons, in addition to our daily English lessons. The teaching of reading is developed using high quality texts. The understanding and application of high quality vocabulary is a focus and feature of all reading learning.

In EYFS and Year One, we have introduced Song of Sounds to support the effective learning of phonics we intend to develop this in Year Two also. From Year 2 to Year 6, we use Spelling Shed to facilitate the learning of a range of spelling rules and words, linked to the National Curriculum.

Maths is taught by adapting and personalising the 'White Rose Scheme' and is focussed on the three dimensions for depth: Fluency, Reasoning and Problem Solving. Additionally, there is a focus on development of language and talk, with children encouraged to explain their mathematical thinking. We give children additional opportunities to develop their maths basic skills through Number Missions in KS1 and TTRockstars in KS2 alongside Athletics to support learning at home.

We have specialist teaching for Music and P.E. and children are given a range of opportunities to represent the school both internally and externally through school productions, concerts, festivals, sporting fixtures and inter-house events. Children in KS2 are taught the basics of French through regular MFL sessions that focus on everyday language and oracy.

EYFS

The EYFS is an essential start to a child's schooling, whereby vital building blocks of life and learning are laid ready for Year 1 and upwards. We aim to give children the best possible start in life.

Learning through play is a key part of our Early Years unit. We use children's interests as a starting point to plan our continuous provision, inform our topics and provide stimulating learning opportunities. We believe that through play children learn to adapt, negotiate, communicate, discuss, investigate and question. As such, we believe it important for the adults to engage in this child initiated play; observing, modelling, facilitating and extending the play

based learning. Children take part in learning times, which occur twice a day and allow children to free flow, choosing their own learning within the unit.

The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision across both the Prime and Specific areas of learning.

Disadvantaged

We consider there are two types of disadvantaged children at our school. We have children who are or have been entitled to Free School Meals, and we understand the impact this may have on their attainment, self-esteem and their future life chances.

There are also children who do not meet the Government criteria for 'disadvantaged' but who are still considered to be disadvantaged in some way. This may be due to a family situation, a financial situation, or the capacity that families have to be able to support at home. Many of these children compliantly work through our curriculum and their daily learning, but do not challenge themselves or have the support to be ambitious. We therefore have high aspirations for these children and support them to aim high.

Special Educational Needs and Disabilities (SEND)

We acknowledge that it is the quality first teaching given by the teacher all-day, every day that enables the children – including those with SEND – to make maximum progress. Therefore, teachers put the appropriate measures in place for this to happen to ensure that, wherever feasible, no child is left behind.

Where we identify that, due to one or more factors a child is finding an area of learning challenging, measures are put in place to support the child in catching up. These measures are individual and personal to the needs of that child at that time and may be as small as altering an element of our classroom practice.

When or if it is clear that impact has not been seen, then it may be appropriate for an SEN Support Plan in the form of an Individual Learning Plan (ILP) to be put in place. These are consistently under review and amended as appropriate. Quality first teaching will still be taking place but the child may receive additional support in or out of the classroom.

On occasion a child may have a significant difficulty which requires support from specialist strategies or external agencies.

Ultimately, we aim to ensure that every single child is fully catered for regardless of their age, gender, race, culture or ability. Where children do find difficulties we are pro-active in our actions.

Maths

Maths is taught for one hour a day. In Years 1-6. We follow Maths Mastery, which allows for depth of understanding in the key concepts of Maths. There is a strong focus on learning rapid recall of multiplication facts in readiness for the Year four Multiplication Tables Check (MTC)

<https://whiterosemaths.com/resources/schemes-of-learning/primary-sols>

Writing

English is taught daily with teachers planning from National Curriculum learning objectives. Skills are taught and then revised throughout the year with children given opportunities to embed this in extended pieces of writing. For each year group, non-negotiables have been identified to ensure basic writing skills are prioritised in all writing opportunities. Teachers plan for a range of genres to ensure children write for a wide audience. Writing is enhanced through links with other subject areas.

Reading

KS2

Reading is taught discreetly, daily. Reading skills are developed through a sequence of four lessons which cover Vocabulary and knowledge, Reading, text-extract analysis, Comprehension. Over the week, reading learning objectives reflect coverage in the national curriculum. In addition, children are given time to read their own books to develop a passion for reading.

KS1

Group reading is carried out weekly with a focus primarily on decoding skills with questioning to develop deeper understanding. In whole class English lessons, a reading activity is planned to ensure there is a greater focus on comprehension through discussion. In KS1, children have access to book-banded books, and on-line reading texts through bug-club which are closely aligned to their phonetic development.

Spelling

From Year 2 to Year 6, we use Spelling Shed to facilitate the learning of a range of spelling rules and words, linked to the National Curriculum.

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