



St. John the Baptist Catholic Primary Curriculum Offer

What is the body of knowledge and skills which form the extent of the curriculum?

Above all our curriculum is designed to promote and develop confidence, aspiration, ambition and tolerance for in the children in our setting. Our aim is to inspire our children to be hard working and successful in an every changing world

Reading

KS2

In KS2 a new method for the whole-class teaching of reading skills has been introduced. It aims to increase pace and support the collection of evidence with a daily class reading lesson involving teacher-modelling of skills. Reading tasks cover all domains and are supported by reading scales to monitor skills progress. Every child has a Reading Journal which provides a wealth of assessment evidence.

KS1

Guided reading

Guided reading sessions are conducted daily using books from our whole school book banded system. Children work in small groups led by an adult. The sessions are structured into three parts: follow-up and discussion of home-based task, guided reading sessions with questioning focused on end of year expectations, task to be shared and completed at home in turn increasing parental engagement.

Shared stories

At the end of the school day, stories are shared with the whole class. During this time, children are actively engaged in a comprehension / grammar task linked to the book being read.

Independent reading

There is a class reading area to facilitate and promote positive attitude to reading. Children can independently choose a book from a selection of age-appropriate texts.

Writing

There is a scheme available for teachers to follow: 'Teaching Toolkits' offers structures and suggestions for a range of genres and focus texts to meet end of year expectations. There is an emphasis on redrafting and editing skills with drafting books used. Handwriting sessions are completed weekly, following a specific whole school approach, to ensure there is a neat, cursive style across the school. End of year expectations and writing scales are used to monitor skills progress.

Grammar, Punctuation and Spelling

Teachers model spelling skills and children have a 'spelling buddy' to support their progress in their weekly spelling tests. Grammar and punctuation skills are taught and applied in extended writing.

Phonics

Children are taught daily phonics using the Letters and Sounds scheme. Phonics is further reinforced during writing and reading sessions.

Maths

Maths is taught using the White Rose Maths Hub planning and resources; the units ensure full coverage of the curriculum, building in sufficient time for fluency, reasoning and problem solving before moving on. Lessons sequences follow a CPA approach (introducing concepts using concrete resources, followed by pictorial representations and then finally applied in an abstract manner) Where possible, Maths lessons are started with an anchor task which the children try to solve themselves, before sharing their ideas with each other and then the rest of the class. To support Maths learning, we have introduced Maths of the Day, whereby children are learning Maths actively whilst doing a PE based activity. All classes take part in these lessons and they have also been used for intervention.

Wider Curriculum

Foundation subjects are based around a topic from the Prospectus Curriculum which ensures full National Curriculum coverage. The scheme 'Engaging Science' is an investigative approach implemented across the school, providing teachers with the flexibility to teach Science units and make links, where possible, with their curriculum topics. Our sports coach delivers quality PE lessons drawing upon his strong subject knowledge to develop the children's skills. KS2 have Spanish lessons, supported by the 'Language Angels' program, in which they practise the skills, concepts and vocabulary in order to meet the expectations of the Languages National Curriculum. We follow a national scheme of work called Projects on a Page which is designed to help schools implement the National Curriculum for D&T in an imaginative way. All year groups complete three units per year with the aim of ensuring that all DT taught enables children to design, make and evaluate functional products with users and purposes in mind.

How is the curriculum designed, organised and delivered?

Subject expertise

Teachers within school are responsible for particular subject areas. It is their responsibility to ensure staff have the adequate resources and training to deliver the subject expertly and efficiently. P.E is team-taught alongside a sports coach to further develop staff's teaching and confidence in the delivery of this subject. This also allows for greater opportunities to participate in a wider PE curriculum with children taking part in numerous competitions and extra-curricular clubs. Year 5 and 6 receive weekly whole class music sessions delivered by a professional from the local music service.

Themed curriculum

A themed curriculum is covered through the use of a programme called 'Prospectus Curriculum'. This curriculum provides themes for each year group. It is to the teacher's discretion which lessons the theme is applied to. Children are encouraged to present their work in their 'scrapbooks' independently and creatively.

National Curriculum Coverage

Subjects are planned across a weekly timetable with reading, writing, mathematics, phonics and RE taking priority during morning sessions, offering time for science and foundation subjects to be delivered in relation to the creative curriculum in the afternoon sessions. Timetables are regularly monitored to ensure correct coverage and enrichment opportunities.

How do we ensure curriculum and skills progression?

Functional age-appropriate skills in English and Mathematics

Appropriate planning and differentiation across the curriculum ensures that all children are able to access and achieve within their year band expectations. Targeted interventions delivered by class teachers, learning support assistants and a 1:1 tutor help to bridge any gaps in knowledge. On-going and accurate assessments allow for class teachers to identify weaker areas which are reinforced and consolidated through repetition.

Personal Skills and expectations

Staff act as role models in relation to faith, morals and values. There is an expectation for children to practise personal skills such as resilience, perseverance, commitment, independence and collaboration throughout school life. Playground Pals and Peer Mediators offer children the opportunity to resolve issues independent of adult intervention. Classrooms are organised to promote independent learning by allowing children to access resources themselves. Class jobs and other roles within school such as Projector Monitor and Eco Warriors allow children to show commitment to the wider school community. Offering daily challenges and problem solving opportunities as part of school life enables children of all ages to develop resilience and perseverance skills. Weekly virtue awards promote particular personal skills by awarding and making an example of children who are successfully demonstrating them. The teaching of Rights Respecting Schools enables children the opportunity to discuss worldwide issues/topics to enrich their empathetic attitude towards others as well as understanding their own rights as a human being.

How do we ensure that the curriculum meets the needs of all groups of pupils within the school?

Planning for differentiation ensures children are able to access age-related expectations from the National Curriculum at a level that suits their needs. Teachers facilitate lessons that inspire different learning styles. Work is tailored to deepen their understanding through mastery of greater depth tasks including reasoning and problem solving, allowing children to teach each-other and offering open-ended questions. In

addition, tutoring and G&T workshops are offered to our high ability pupils to enhance their learning. Directed adult support, tailored interventions and concrete resources are used to narrow the gaps of our lower ability pupils, with careful consideration of our disadvantaged children.

Our Family Support Worker works closely alongside families and vulnerable children offering therapy and guidance to ensure their challenging home-life doesn't impact on their educational success. Our FKS co-ordinator, who is also trained in Speaking and Language therapy, delivers interventions and parental workshops with the aim of narrowing the gap for those children who, upon entry to school, have an extremely poor understanding of speech and language. Attainment and progress of SEND children in the classroom is closely monitored by our Inclusion manager and interventions are offered accordingly. The impact of each intervention is closely monitored and parents of identified pupils are made clearly aware of their child's specific targets during each parents' evening.

How do we monitor and know the quality of teaching and learning within the curriculum?

Weekly monitoring of books and planning is conducted by SLT to assess consistency, coverage, differentiation and progress. Subject leaders are responsible for completing monitoring in their own subject area: work samples, planning, displays, classroom observations, learning walks, data analysis and pupil evaluations. Termly lesson observations are planned on a rota basis for all subjects to allow for the opportunity to evaluate questioning, pace and whether LSAs are directed effectively. In response to observations and monitoring, team teaching and coaching allow for best practice to be shared and the expertise of subject leaders to be utilised. Moderation allows for internal judgements to be ratified and external verification. Similarly, assessment weeks provide clarification of judgements made by teachers.

How do we assess the impact of the curriculum on our pupils?

End of key stage SATs tests in English and Maths offer a clear indication of the impact of differentiation and accessibility to the curriculum. Progress towards this is closely monitored throughout all other year groups using termly assessments which then inform our tracking system; this helps us to identify and monitor different groups looking for trends and specific children to target. At the end of each academic year, children are assessed against the end of year expectations and regular pupil progress meetings address those children who have not met age-related expectations.

We aim to offer enriching experiences that help the children to develop life skills including confidence, independence and resilience. The development of these skills is promoted through class assemblies, Masses, Enabling Enterprise trips, performances for parents and the wider community and sporting events.

British Values and Catholic Virtues are embedded in our curriculum and are celebrated weekly. The impact of which has been noted by visitors and members of the school and wider community alike.

Who is responsible for the curriculum, its review and evaluation, and its impact?

Alongside the Head Teacher and Governors, Senior Leaders are responsible for designing a curriculum that is current and engaging for the children they serve, yet measurable. They must ensure that the curriculum is delivered as intended to be both visionary and inspirational, guaranteeing the best outcome for all.

Each teacher is responsible for leading one or more subjects of the curriculum. Subject Leaders identify key priorities for their curriculum area which feeds into the school improvement plan, in agreement with the Head Teacher. Subject leaders conduct termly rounds of monitoring of the content and delivery of their curriculum area and ensure that the correct resources are available, teachers' pedagogy is up to date and there is a clear progression of skills across the school.

Class teachers are responsible for the planning, organisation and delivery of the curriculum within their classroom; they take in to consideration the pace of learning, resources and desired pupil outcomes.

Children aid in the evaluation of the curriculum through questionnaires and school council meetings. Their input is also used to shape curriculum content at the beginning of each topic.

The curriculum is tailored to ensure that children leave our school independent, and with the skills, knowledge and attitude which prepares them well for their future lives.

Written by our school Middle Leadership Team:

Miss J Kelly

Miss L Jackson

Miss M Molloy