



A Curriculum Designed for All

St Vincent's Catholic Primary School

A curriculum that promotes the school's culture and aims

Our SACAT statement underpins our intent focus of: identity, quality, common good

“Pope Francis offered the Gravissimum Educationis Foundation three criteria in order to be an effective Catholic School. Identity, quality, and care for the common good, he said, are essential to the Catholic educator's task. Pope John Paul II provides the context for an outstanding curriculum in an outstanding Catholic school. His words connected so deeply with the purpose of every Catholic school, form the basis of our Statement of Intent:

*The curriculum of our Catholic schools... 'promotes the integral development of the human person. Its purpose is to cultivate the intellect and develop the capacity for right judgement, to help young people to assimilate their cultural heritage and form a sense of moral and ethical readiness for their future professional, civic, family and national responsibilities. An all-round education seeks to develop every aspect of the individual: social, intellectual, emotional, moral and spiritual. For there is ecology of human growth which means that if any one of these elements is overlooked all the others suffer.'*¹

The curriculum of our schools will build incrementally through a spiral of knowledge and skill through each subject domain and especially in reading, where teachers expertly revisit carefully sequenced prior learning as a rock-solid platform for future learning.

As a Trust of schools we strive to deliver this provision daily so we can support our pupils and families to the full and enhance pupil progress.

We offer:

- A foundation of education consistent with Catholic, Christian identity
- Resources appropriate for quality study
- Outcomes in harmony with service to the common good

At Vincent's, our aims are:

- to provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- to provide an environment in which the dignity of each person as a child of God is recognised and developed; and to promote the full potential of each child through a curriculum which develops spiritual, academic, social and emotional growth;
- to provide a curriculum which is enriching and challenging, where our children experience the opportunity to learn in a wide range of contexts.

Our Principles for Learning and Teaching

- All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.
- All children are entitled to understand and remember what they have achieved and know what to do to make progress.
- All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.
- All children are entitled to time to evaluate and reflect on their learning.
- All learning styles are catered for and a variety can be used simultaneously.
- All children are entitled to be challenged and enjoy learning, as well as encouraging problem solving.
- All children are entitled to develop spiritually, morally and as members of their community and the wider community.

¹ John Paul II, *Address to the New Ambassador of the Republic of Malawi to the Holy See*, December 2000

Curriculum intent – designing our curriculum

As a Catholic school, the precepts of Catholic education remain at our core. We recognise Religious Education as a core subject, so we adhere to a diocesan-wide curriculum, 'God Matters'. We also recognise that parents are the primary educators of the faith and we work closely with the local parish and community in embedding these strong links with our parish and our local community.

When planning a curriculum, St Vincent's has had to recognise the very wide social and economic backgrounds of our families. St Vincent's is in the highest 40% deprivation quintile. Other pupils travel from other areas of Dunstable or Luton with a similar socio-economic profile. However, the funding we receive for disadvantaged pupils does not reflect our demographics. It is in the lowest 20% for the proportion of FSM (6.8%). The percentage of minority ethnic groups is 60.1%. Many of these pupils speak very little or no English on arrival to school. The percentage of pupils with English as an additional language 43.4%. The school has 13 out of 17 ethnic groups (average number is 9).

Hence school has a significant minority of families who require a lot of support, sign posting and care. Within RE, PSHE and citizenship, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community. We have designed our termly curriculum enrichment days to provide a breadth of experience within a subject area, drawing on outside speakers and involvement of parents. We also plan opportunities through lessons, workshops and collective worship for children to know about keeping safe. We also plan for and promote British values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) through our PSHE programme of study. This was observed during the S48 inspection (March 2018): *"The school promotes social development very well; pupils are generally confident in expressing their own opinions and views. Older pupils willingly undertake responsibilities and appreciate being able to help the younger children, for example, as playtime buddies"*.

St Vincent's school follows the National Curriculum and ensures that it is broad and balanced in all areas. Teachers are currently reviewing medium-term planning to ensure topics are relevant to the children's interests and needs. Our curriculum is dynamic and constantly reviewed. Subject leaders are currently working on curriculum coverage, with middle leaders working within the Trust to ensure that deep learning, with focus made on extending those who are working at a greater depth within the curriculum areas. Staff were trained in improving pupil's long term memory in 2019 and are using these strategies when teaching and adapting resources. Currently, our English and Maths leads are working in collaboration with our Trust of schools and working on a maths project with the Enigma hub and Herts for Learning to support the English curriculum with the support of SLE's both within the projects and with other primaries in our Trust.

The wellbeing agenda is at the heart of St Vincent's curriculum. Pupils show themselves to be deep thinkers. Particularly in RE and PSHE, they show a keen interest in ethical issues and are able to apply their personal values to situations, giving reasons for their decisions and actions. They are ready to question arguments and situations. Our fundraising for various charities remains a huge focus and allows our pupils to better understand the world they live in and they are able to empathise with the feelings and actions of others, seeing points of views and beliefs other than their own. As evidenced during the section 48 inspection (March 2018) *"The school's 'statements to live by' are understood well and pupils strive to make them a daily reality. These impact well on pupils who demonstrate good behaviour and respect for each other. The school regularly celebrates any pupils who are seen to demonstrate these values"*.

The school has various systems which support the emotional and mental well-being of children and provides signposting to their parents. To move forward, as a school, we are looking to develop nurture groups in order to improve the support for our more vulnerable pupils.

The emotional and mental wellbeing of pupils is also greatly enhanced by sport. Sport has remained central to both our curriculum and extra-curricular provision. We know this is hugely beneficial to all our children. We also believe the pedagogy of P.E. in sport affects other areas of the curriculum and really enhances children's learning, physiologically allowing better learning to happen, as well as children learning skills such as listening, problem solving, team work and resilience. We have invested heavily with the P.E. and sport provision, with inclusion for all and this has been evident

through the amount of daily sport provision on offer. The recently successful HCPF funding bid has meant the resourcing of this area can also greatly improve.

Sex and Relationships Education

At St Vincent's, sex and relationships education is taught through a whole school policy, following the Christopher Winter Project and, where possible, is integrated into other areas of the curriculum such as religious education, science and PSHE. It is always taught within the context of the church's teaching on sexual relationships. Parents are given the opportunity to discuss what their child will be learning so that they can support their child's learning at home. Any questions that children ask are answered sensitively and in a caring manner. Lessons and resources are always chosen to suit to the age of the children.

Curriculum implementation

The school is organised into 7 classes with each class teacher planning and assessing together in phases (Years 1&2, 3 &4, 5&6). The teaching and support staff in our early years work as whole unit across the Nursery and Reception class. Subject leadership / expertise? Support for non-specialists?

Phonics and Reading

We teach phonics through the *Letters and Sounds* Scheme. This is used throughout the school particularly in the foundation stage and key stage one. We use a wide variety of reading schemes, covering fiction and non-fiction, including *Rigby Star* and *Oxford Reading Tree*. We encourage children to read daily at home and this is monitored via a home-school reading book, which every child in the school has. We also supplement the reading scheme with all KS1 children having online access the Nesso, which supports their spelling and phonetical reading ability.

Curriculum Impact

The curriculum at St Vincent's has undergone a thorough evaluation in 2018/19. Our developing curriculum which is progressive and all subjects are taught is underpinned by teaching the skills pupils need to move onto their next stage of development. It is a curriculum which is designed to meet the needs of all pupils, especially those with EAL and/or SEND. Much work has been done over the last year to develop the curriculum and provide highly positive experiences and rich learning opportunities through our termly enrichment days and ensuring that events/ trips are purposefully planned and linked to the pupils' learning. Examples of enrichment days and the work pupils create is displayed in school and a file of events is kept.

Questionnaires to the pupils and parents allow the school to regularly review and assess the impact that the curriculum is having. We also provide parents with half termly overviews, so they are more aware of when topics are covered weekly and can therefore support further at home. To further enhance parent engagement and support, this year we are running 'open classroom: play and learn sessions' and DEAR (drop everything and read) sessions, with each year group having a different week.

In 2019, we are implementing pupil conversations with a member of SLT and this has highlighted the pupil's own awareness of their learning and next steps required.

Each curriculum subject has a separate intent/implementation/ impact document which outlines key areas within that subject.

Assessment

At St Vincent's we ensure that the children are regularly assessed against the relevant frameworks across the breadth of the curriculum. We assess children formatively (on a daily basis) as we have evidenced that our children respond and make faster progress with daily written and/ or oral next step feedback with the class teacher and therefore keep summative assessments to a minimum of once a term. In 2019, we are introducing a new way for pupil's to respond to marking feedback. There is a regular termly cycle of monitoring and assessment which provides data; this is collected, analysed and utilized for providing interventions, support and a reviewing of planning. In addition to this, the teachers meet with the leadership team to discuss pupil's progress. All termly data is shared with the CEO and LGB and discussed at termly Aspire meetings, the analysis by the school is therefore regularly challenged and evaluated.