

CURRICULUM POLICY

REVIEWED: May 2023
NEXT REVIEW: May 2026

Our Mission Statement

To provide an environment that nurtures all towards the fullness of life that comes from God and a curriculum that expands our children's horizons; a place where all can realize their potential – intellectual, spiritual, moral, physical and emotional; and where our children are prepared to take their places as effective, caring and respectful global citizens.

Saint Mary's Catholic Primary School Swanage

The school was founded in 1935 by the Sisters of Mercy who set the strong educational foundations that are still embodied in the school and the school curriculum. It still carries rich traditions including a deep sense of community, Catholic values, a pride in sporting achievements, an emphasis on personal expression and a focus on the local area and the wider world.

These traditions are still very much alive today within the school and the school curriculum. There is a strong link with families and the school is well respected within the local community.

1. Drivers for our Curriculum Intent

There are several drivers that shape the curriculum within the school. They are listed below.

School Motto

The school motto is '*Be Loving and Truthful*'.

The school motto encapsulates all the Gospel Values, encouraging children to be true to themselves, their values and beliefs.

Catholic Mission at St Mary's

Build

Love Friendship Community Spiritual Development

through the Gospel Values and the Catholic Virtues

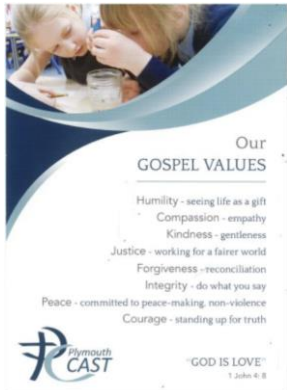
Plymouth CAST Mission

“Our mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.”

Plymouth CAST Vision

<p style="text-align: center;">Our Vision</p> <ul style="list-style-type: none"> • The Church insists on the highest standards of academic achievement in its schools, so that our young people leave us as 'agents of change' – educated and caring people who have the qualifications, knowledge and skills they need to flourish as human beings and make the world a better place • Inspired by our Teacher, Jesus Christ, and his good news to the poor, we have a commitment especially to those who are disadvantaged. We are determined that a child's start in life need not determine their future. We are committed to the well-being of the earth, our common home, inspired by the example of Pope Francis: to live wisely, think deeply and love generously. 	<ul style="list-style-type: none"> • In all our schools we will develop a culture of high expectation and aspiration, based on our fundamental belief in the dignity of all human beings. We want all our pupils to flourish in safe, happy and enriching environments, taught and supported by adults who are skilled, motivated and committed to our shared vision and values. • We will work together as one Trust, one family of schools, a community inspired by a vision for excellence. We commit ourselves to deepen our mission and raise standards in order to provide an excellent Catholic education for every child in our care.
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Gospel Values

<ul style="list-style-type: none"> • Humility – seeing life as a gift • Compassion – empathy • Kindness – gentleness • Justice – working for a fairer world • Forgiveness - reconciliation • Integrity – do what you say • Peace – committed to peace-making, non-violence • Courage – standing up for truth 	
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Catholic Virtues

<ul style="list-style-type: none"> • Prudence • Temperance • Justice • Fortitude • Charity 	<p style="text-align: center;">Link to Catholic Values</p>
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Context of the School

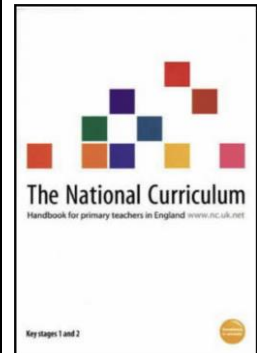
<p>Which traits would we like to see in our pupils: confident and articulate speakers, recognition that education is about knowing and taking action, sense of community, responsibility and global citizenship, high aspirations, motivation, resilience</p> <p>What are our values –gospel values, virtues and care for our common home (Laudato Si)</p> <p>Where is our school – Jurassic coast, AONB, local history</p> <p>Challenges – lack of diversity, cultural capital, communication, aspiration and motivation, geographical isolation, children's lack of engagement with world around them</p>

National Curriculum

The school fulfils the requirements of the national curriculum.

Aims

- 3.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- 3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.



Pedagogical Platform – Rosenshine’s Principles of Instruction

The main pedagogical platform that is used to underpin the curriculum is Rosenshine’s Principles of Instruction.

The 17 Instructional Procedures

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with student practice after each step
3. Limit the amount of material students receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models and worked-out problems
10. Ask students to explain what they have learned
11. Check the response of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice

These 17 procedures are condensed into the ten **Principles of Instruction**

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for student understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks

- 9. Independent practice
- 10. Weekly and monthly review

These fit into four strands

Sequencing Concepts and Modelling	2, 4, 8
Questioning	3, 6
Reviewing Material	1, 10
Stages of Practice	5, 7, 9

There are three principles that the school works within. They are listed in the table below.

Communication	Laudato Si (Care for our common home)	Developing Learning
Speaking and Listening Taking Action Building positive relationships Participation and collaboration Creative and critical thinking Emphasis on spoken word Explicit teaching for reading skills Vocabulary development Social development	Global Citizenship Catholic Social Teaching Supporting Others Dignity of the individual, option for the poor Impact of consumerism Local environment Links to local a wider community Current events Topics Cross curricular Building cultural capital	Personal development Understanding self and others Self regulation Fulfilling potential, being healthy Love of learning Self Belief Reflective, independent Problem Solving/Reasoning Metacognitive teaching strategies Rosenshine Active Learning Learning outside of the class

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed regularly
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Designated staff are responsible for all individual subject areas and are responsible for monitoring the quality of education in that subject in collaboration with the senior leadership team.

In addition, members of the senior leadership team work with the headteacher on the quality of education in EYFS, Key Stage 1 and Key Stage 2.

4. Implementation – How is learning is planned and organised?

The knowledge for each subject in the National Curriculum is set out in a progression of knowledge. This identifies the knowledge within that unit of work, the vocabulary to learn and remember and the prior knowledge needed to access the unit of work.

The following subjects are covered by separate policies

- *Relationships and Sex Education (from Sept 2020)*
- *Spiritual, moral, social and cultural development*

- *Religious Education*

Long Tem Planning

The long term planning outlines the units of work across the school for each subject area. It gives an overview for each subject and for each year group.

Progression of Knowledge

There is a 'Progression of Knowledge' for each subject. Subject leaders have identified the key knowledge to be taught in each of their subjects and how this knowledge builds each year. They identify the knowledge to be taught and remembered, the vocabulary needed and the prior knowledge needed for the unit of work.

Medium Term Planning

The medium planning breaks the knowledge identified down into a sequence of lessons. These identify objectives, teaching, tasks and support needed.

Knowledge Organisers

Knowledge Organisers list the key knowledge for each unit of work and associated vocabulary.

5. Inclusion

Teachers set high expectations for all pupils. The school has a mastery approach to the curriculum. Where necessary work will be adapted to meet the needs of individuals.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects.

Subject leaders monitor the way their subject is taught throughout the school by:

- Observations of teaching, discussion/meetings with other staff, monitoring medium and long term planning, learning walks, pupil interviews and book reviews.

This policy will be reviewed every 3 years.