

E17

ST PATRICK'S

# curriculumbook

St Patrick's Primary Curriculum 2020  
Achieve | Support | Pride | Inspire | Respect | Empower

**We strive for excellence within a caring and diverse community, nurturing the Catholic faith, respecting each other, living, working and growing together as part of God's family**

# intent implementation impact

St Patrick's curriculum is a framework which sets out the aims of our programme of education, including the experiences, skills, knowledge and understanding to be gained at each stage. Our curriculum ensures that our children's learning is meaningful and broad. The curriculum incorporates the Come and See programme of Religious Education for Catholic Schools, the statutory requirements of the National Curriculum and other experiences and opportunities selected to best meet the learning and developmental needs of the pupils in our school.

Our curriculum is built on the set of school values which in turn are based on the school mission statement.

In all we do as a School, we hold to the following values:

**Achieve:** We want to make a positive difference for children at St Patrick's in the way we challenge and support our pupils, governors and staff to achieve their best. Knowing what is expected of ourselves and others, receiving and acting on constructive feedback about our performance and providing feedback to others, even if the messages are difficult, will help to support this.

**Support:** It is important that we work as one team to make a positive difference for everyone at St Patrick's. We need to challenge and help each other by working together, sharing resources, knowledge and learning and create a shared sense of purpose across the school and with our families.

**Pride:** Pupils, governors and staff need to feel confident in their ability to deliver high results and manage change. Taking pride in the value we add and celebrating success will inspire confidence in our stakeholders.

**Inspire:** We are working at the time of significant changes and need to find creative ways of responding to the needs of pupils, staff and families. To do this, we need to be innovative and prepared to try different ways of working. Inspiring others to see the contributions we collectively make will help to make a positive difference for everyone at St Patrick's.

**Respect:** Respecting and celebrating the diversity of our community is key to ensuring fairness and equality. Seeing things from the viewpoint of other people helps us to gain a better understanding of the needs of our school community.

**Empower:** The school values will empower pupils, staff, governors, families and FOSPA to be the best they can be in supporting our pupils' education and preparing them for the independent and successful life. To be truly empowered, we need to try something new.

## Aims of the curriculum

The aim of our curriculum is for pupils to have the requisite skills to be successful, responsible, independent and motivated life-long learners.

It is achieved through the holistic approach to the academic, religious, emotional, artistic, social and physical developments of children embedded into the meaningful context of learning. With this in mind, we offer a broad and balanced curriculum which encompasses academic subjects, sports, arts and personal, social, health and economic education taught primarily in a cross-curricular way through topics.

The curriculum sets the foundations for our pupils upon which they will build their next stage of education. Learning, working and living at St Patrick's are centred on the teachings of Christ which are shared, imparted and practised in school, church and the families. This includes the respect and care that our children and staff show for one another, the environment and the community around us. The school works closely with the families and the parish in bringing up and educating children to become responsible and caring citizens who respect and protect the environment, uphold the rule of law and live their lives according to the values and morals promoted by the Catholic Church and the school.

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## Cross-curricular implementation of the curriculum

The curriculum is planned and taught through topics supplemented by a wide range of trips, workshops and school and home project work with the consideration of the local context, key skills, knowledge and the needs and interests of all learners.

## Roles for subject leaders to design and implement the curriculum

The significance of the role of middle leaders in leading on the curriculum excellence demands the new approach to school middle leadership. School leaders are given regular non-contact time and are mentored by the headteacher in growing their capacity to lead the school in their areas of responsibility. Where the roles have TLRs, clear job descriptions prescribe the roles and responsibilities of middle leaders. School also offers opportunities for teachers' professional development such as shadowing experienced middle and senior school leaders. Teachers are offered to oversee the areas of the curriculum that do not currently have assigned leaders. They are given release time and are supported and mentored by the headteacher.

## Knowledge and expertise of subject leaders

School regularly seeks opportunities to grow expertise of the subject leaders through professional development, links with the subject leaders in the Aquinas Trust's secondary school or through educational research projects.

## Regular reviews and quality assurance

Weekly learning walks by the school leaders as well as the peer-review learning walks carried out by the headteachers of our partner schools ensure the robust and impartial assurance of the quality of curriculum provision.

## Knowledge, depth, coverage and sequencing of concepts

We have created progression maps with the breakdown of skills and knowledge for every subject of the curriculum from Nursery to Yr6. These skills and knowledge lay the foundations upon which our expectations and approach to teaching and learning throughout the school are based.

## Design of assessment to shape future learning

The summative judgements are made by the class teachers annually. School assessment approach is based on planning for the outcomes of each lesson. Teachers plan key questions or tasks and monitor progression throughout the lessons. Any identified misconceptions are clarified in the lesson or immediately after that so that by the end of the week children have secured the planned learning upon which the following week's teaching is based. Teachers are responsible for putting additional provision for any child who doesn't meet the learning outcomes in the lesson. Teachers skillfully use prior learning assessment strategies to inform their planning or close the identified gaps in knowledge and skills before the lessons. We expect our teachers to have a deep and up-to-date knowledge of where the children are in their learning. This knowledge, together with aspirational targets, teachers share with children and parents as partners in learning guiding them on how best the next steps may be achieved.

School moderations are carried out at set points in staff meetings when teachers compare the standards of the work in pupils' books against the defined standards set by the school at each stage e.g. Writing or RE. Majority of moderations are done through learning walks by the middle leaders when looking at the quality of work and talking to pupils about their learning.

The curriculum expectation for each stage of children's learning are shared with parents through workshops or school to home communication.

# curriculum impact

## **Successful implementation of the curriculum**

The impact of the curriculum is measured through the approach in which we combine the observations, pupil conferencing, staff and parent surveys and assessment outcomes in the four knowledge dimensions of pupils' outcomes. Through pupil conferencing, the school gauges the degree to which the curriculum meets the needs and aspirations of our pupils and how challenging and interesting it is. Parent and staff surveys complement our understanding of the significance of the impact of the curriculum and how well it meets our shared goals. The school statutory assessments are natural outcomes of our broad and balanced curriculum taught to meet the current and future needs of our children.

## **Parity for all groups of pupils**

The school is moving away from the notion of what is expected of different abilities of pupils. We are setting high aspirational goals for all our pupils. All children, regardless of the groups they may fall into, are expected to make similar progress and achieve the set standards of attainment in all areas of the curriculum.

## FACTUAL KNOWLEDGE

The basic elements every pupil should know in order to be properly acquainted with a certain discipline and to solve any problems it might have. Factual knowledge includes knowledge of terminology, specific elements, and details (technical vocabularies, major resources, symbols, etc.).

## CONCEPTUAL KNOWLEDGE

Conceptual knowledge represents the understanding of relations between the basic elements inside a bigger structure and how these relations enable the elements to function as a whole. This set includes knowledge of models, structures and theories, generalisations, principles, categories, and classifications (historical periods, theorems, laws, etc.).

## PROCEDURAL KNOWLEDGE

The knowledge of certain processes and steps to complete specific tasks. It also involves methods of inquiry and criteria for using skills, methods, and techniques. This category includes knowledge of when to use certain procedures, knowledge of methods and techniques, and knowledge of algorithms and skills common for the subject (painting, number division, techniques of interviewing, methods of scientific experiments, etc.).

## METACOGNITIVE KNOWLEDGE

The general knowledge of cognition. It involves the awareness and knowledge of your own cognition. Knowledge that belongs to metacognitive knowledge includes strategic knowledge, cognitive tasks and self-knowledge (outlining to capture the structure of a subject, knowledge of test types, awareness of personal strengths and weaknesses).

# knowledge dimensions

# curriculum areas

In Early Years and Foundation Stage, St Patrick's curriculum consists of prime and specific areas of learning. In Years 1 to 6, five distinct groups of curriculum areas comprise a range of subjects designed to offer broad and balanced learning experiences to our pupils.

## Creative Arts

- art and design
- music
- design and technology

## Understanding the World

- science
- history
- geography
- technology, computing, and media

## Religious Personal and Social Development

- religious education
- personal, social, health and economic education
- physical education

# Literacy Communication and Language

- phonics
- reading
- writing
- spelling, vocabulary, punctuation and grammar
- oracy
- modern foreign language

## Mathematics

- number
- measurement
- geometry
- statistics
- algebra

## Early Years Foundation Stage

- communication and language
- physical development
- personal social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

# religious, personal and social development

Religious Education is the core of the curriculum at St Patrick's Catholic Primary School. Placing RE at the core of the curriculum in our school helps us to fulfill our mission to educate the whole person in discerning the meaning of their existence, since Religious, Personal and Social Development is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture. Furthermore, religiously literate children are able to engage in a fully informed critique of all knowledge and experiences.

Catholic education at St Patrick's, with RE at its core, exists in order to help parents and teachers to hand on the Deposit of Faith in its fullness to a new generation of children so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church.

With this as our primary aim, we serve diverse populations of pupils and within this context the aims of our Religious, Personal and Social Development are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To grow our pupils' independence and physical and social awareness, as they move through the primary phase;
- To help our pupils develop effective relationships, assume greater personal responsibility and manage personal safety, including online in order to live healthy, happy and fulfilling lives;
- To be confident learners with high aspirations for themselves and their communities;
- To enable pupils to deepen their religious and theological understanding and be able to communicate this effectively;
- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To help our pupils manage change, introduce them to a wider world and enable them to make an active contribution to their communities;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- The outcome of our Religious Education is religiously literate and engaged children who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

# creative arts

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge our pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Creative arts play a significant role in nurturing creativity and in St Patrick's broad and balanced education aimed at developing the "whole" child. By engaging in experiences within the Creative arts, our pupils will recognise and communicate feelings and emotions, both their own and those of others, in different ways. The Creative arts play a central role in shaping our children's sense of personal, social and cultural identity. Learning in the Creative arts also plays an important role in supporting our pupils to recognise and value the variety and vitality of culture locally, nationally and globally. Specialist studies in the Creative arts prepare pupils for advance learning beyond their primary education at St Patrick's and to contribute to a variety of careers in the creative industries. Study of Creative arts builds our pupils' artistic skills, knowledge and understanding. It also helps sharpen pupils' perception of their world and give them new ways of looking at and experiencing their lives. Through the development of artistic literacy, creating, presenting, viewing, and listening, pupils are able to participate in, interpret, value, and enjoy the arts throughout their lives. Creative arts, as one of the key learning areas in our curriculum, aims to develop pupils' literacies in Visual Arts, Design, Drama, Movement and Music. It also helps pupils to explore, clarify and communicate ideas, feelings, experiences and understandings in these art forms. This learning area plays a vital role in enabling pupils to enhance their creative talent and develop their artistic skills.

Creative arts enable our pupils to develop an appreciation of aesthetic and cultural values, identities and broaden understanding of arts in local and global context, both past and present. Therefore, it provides opportunities which assist our pupils to participate in and develop a life-long appreciation of Creative Arts.

#### DRAMA

Drama provides pupils with opportunities to look at contemporary drama practices of making, performing and appreciating drama. These drama practices enable pupils to be active, experiential, and reflective, and pupils develop knowledge, understanding and skills that pertain to each of these practices. They are also provided with opportunities to play the part of actors, directors, playwrights, designers and stage managers.

#### MUSIC AND MOVEMENT

Music and movement helps pupils to develop their skills in performing, composing, notating and analysing music. We provide our pupils with opportunities to express their thoughts through performing vocally and instrumentally; create and compose short rhythmic and melodic patterns for a given scale using traditional / non-traditional instruments; identify notes and symbols in the treble and bass clef; use terms relating musical elements; identify music forms, instrument families. Music and movement enhances pupils' self-esteem, balance, co-ordination and body awareness.

#### VISUAL ARTS

Visual arts consist of a broad range of fields, including drawing, painting, printmaking, sculpture, design, traditional and fine crafts, photography, and electronic arts. The strand encourages self-expression, imagination, sensitivity, conceptual thinking, powers of observation, an analytical ability and practical attitudes. Through this strand, pupils also develop their visual literacy by looking at, responding to, and critically analysing a wide variety of artworks from different historical periods, styles and cultures.

# early years foundation stage

All children at St Patrick's deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and their experiences, between the time they enter our Nursery at the age of three and leave our Reception at the age of five, have a major impact on their future life chances. Both good parenting and high quality early learning in our school provide the foundation our children need to make the most of their abilities and talents as they grow up.

Our Early Years Curriculum sets the standards that we must meet to ensure that children learn and develop well. It promotes teaching and learning and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

### **Our Early Years Curriculum seeks to provide:**

- quality and consistency in Nursery and Reception for all groups of learners so that every child makes good progress and no child gets left behind
- a secure foundation through learning and development opportunities which are planned around the needs and interests of individual children and are assessed and reviewed regularly
- partnership working between school staff and with parents/carers
- equality of opportunity ensuring that every child is included and supported

### **Overarching principles**

Four guiding principles shape practice in our early years setting. These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured
- children learn to be strong and independent through positive relationships
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between staff and families
- importance of learning and development. Children develop and learn at different rates.

# literacy communication and language

Literacy, Communication and Language at St Patrick's addresses fundamental aspects of human communication. It aims to support learning across the whole curriculum and to enable our pupils to gain knowledge and skills in English, Modern Foreign Language (Italian) as well as in literature.

The six parts of this area of the curriculum are addressed holistically. This means that different aspects such as listening, speaking, reading or writing are explored in relation to one another. It also means that learning about and through literature is seen as contributing to all aspects of learning about languages. The statements skills and knowledge support and complement one another and together they contribute to realising the purpose of our curriculum.

Learning and experience aim to enable pupils to communicate effectively using language. Our Literacy, Communication and Language curriculum aims to ignite pupils' curiosity and enthusiasm and provide them with a firm foundation for a lifelong interest in learning making them ambitious, capable learners, ready to learn throughout their lives.

This readiness to learn is further supported since effective language skills help pupils to make sense of concepts across the curriculum, for example by enabling them to articulate their reasoning when solving problems and analysing information. Effective multilingual skills deepen this ability as they enable pupils to respond in many more contexts.

Given that a key aspect of effective language learning is the willingness to experiment and take risks in trying out new structures, sounds and patterns, learning and experience in this area of the curriculum aims to empower pupils to be creative and to persevere when facing challenges. Together, these skills can build our learners' confidence to grasp new opportunities and to adapt to different roles which in turn can develop them as enterprising, creative contributors, ready to play a full part in life and work.

In this area, language is seen as a key to social cohesion, which can promote better local, national and global understanding. The aim is to encourage pupils to engage critically with languages and literature in order to help them develop not only their own sense of identity, but also an understanding of the relationship between their own cultures and communities and those of other people. This understanding is deepened as pupils are afforded opportunities to learn Italian during their primary and secondary years of education. This linguistic knowledge and these skills are needed to participate confidently and empathetically in society, which contributes to developing our pupils as ethical and informed citizens.

The skills taught through this area of the curriculum also help pupils to become healthy, confident individuals, ready to lead fulfilling lives as valued members of society. These skills, promoted through languages, literacy and communication are key to enabling our pupils to express themselves effectively, to be open to other people's points of view and to develop positive relationships.

# mathematics

Mathematics is a creative and highly inter-connected discipline. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

St Patrick's curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Throughout our programme of study pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will be able to apply their mathematical knowledge to science and other subjects.

The programmes of study for mathematics are set out year-by-year for key stages 1 and 2. Our expectation is that the majority of pupils will move through the Mathematics curriculum at broadly the same pace. However, some decisions about when to progress will be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on.

# understanding the world

Understanding the World incorporates such subjects as Science, History, Geography and Technology, Computing and Media. This domain of our curriculum relates to children's everyday lives, their homes, families, other people, the local environment and community, and the wider world. Through active and experiential learning opportunities as well as practical activities, children are provided with meaningful experiences and increasingly deepening conceptual knowledge. These experiences and knowledge stimulate their curiosity and encourage them to ask questions, explore and wonder at their environment, historical events, the interconnected technological world and different scientific phenomena. They undertake investigations that engage their interests, and develop awareness of the beliefs and views of others.

Children learn through the process of experiential learning, which:

- is central to good practice in education for young children
- starts with the children's present or past experiences
- encourages curiosity and exploratory learning
- provides an opportunity for children to recall and draw upon their experiences
- requires children to question their learning experiences, understanding and views
- enables children to explore and investigate
- enables children to communicate, interact and talk about what they want to do
- enables children to appreciate and celebrate the richness of their heritage
- helps children to relate learning to themselves, their own lives and the real world
- allows for new learning and practice of skills
- allows children opportunities to record and analyse their findings in a number of ways
- incorporates opportunities to evaluate learning

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