



## St. Matthew's Curriculum Intent, Implementation and Impact Statement

At St. Matthew's Catholic Primary school, we strive to develop the whole person. We believe that each person is a unique individual with a God given dignity. All of our children are entitled to be given opportunities to reach their full potential and equip them for the next stage of their educational journey and beyond. Therefore, we must provide for them an education which will enable them to be personally fulfilled and to become socially, morally, emotionally, intellectually, spiritually and culturally integrated members of society.

At St. Matthew's we have Jesus as our role model and all that we do centres around our mission statement to,

'Love, learn and shine together with Jesus'.

The St. Matthew's community endeavours to work together to develop: every individual, all relationships, our curriculum, and the environment in which we live and learn

At St. Matthew's the Gospel Values are at the heart of our rich, broad, balanced and ambitious curriculum. We aim to provide:

- A curriculum which is challenging, exciting, dynamic, fun and relevant to our children and the community we serve.
- An inclusive curriculum which encourages, curiosity and analytical thinking and develops creativity, independence and resilience.
- A curriculum which builds on the interests, strengths, talents and experiences of our pupils.
- A curriculum that motivates and inspires all learners to 'know more'
- A curriculum which celebrates cultural diversity and through which our pupils recognise their role as global citizens of the world.
- A curriculum which develops confidence in working both independently and collaboratively as part of a team
- A curriculum that is adaptive, meeting the needs of all of our learners enabling them to reach their full potential and push their limitations
- A curriculum that is coherently planned, progressive and builds on prior learning whilst also providing pupils with sufficient knowledge and skills for future learning
- A curriculum that promotes achievement, confidence, good behaviour and leads to children feeling safe to try new things and opportunities to share their achievements in assemblies and other whole school events
- Curriculum leaders and teachers who will evaluate their practice in order to make their subjects and learning experiences the best that they can be.

- A curriculum that provides opportunities for parental involvement and support in working together to provide the best outcomes for our children.
- A curriculum that provides opportunities for meaningful enrichment experiences across the curriculum to strengthen and deepen learning.

Reading is at the heart of our school and central to the children's learning. We believe that a curriculum that is literacy and language rich is essential to open doors for our children's futures. We promote a love for reading from the youngest to the oldest of our children.

At St. Matthew's a full range of national curriculum subjects are delivered in order to offer all of our children a broad and balanced curriculum. These include: English, Mathematics, Religious Education, Science, History, Geography, Art and Design, Design Technology, Physical Education, Music, Spanish (KS 2) and Computing. Philosophy for Learning, British Values, Personal, Social and Health Education, Citizenship and Safer Messages are woven within our whole school curriculum.

Through the curriculum that we provide at St. Matthew's we intend for our learners to be: skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, designers and technologists, computational thinkers and programmers.

**To find out more about these subjects visit the curriculum pages on our school website**

All foundation subjects are taught discreetly in half termly blocks and where sensible the subjects are linked to deepen learning and make the curriculum unique to our children. Children will know what they are being taught, where this fits in to what has previously been taught and where this learning will take them next.

The staff at St. Matthew's are responsible for the leadership of one or more of the curriculum subjects. Each subject leader plans the learning sequence for each year group from EYFS to Year 6, reviews the curriculum plans for their subject, ensures that there is full coverage of the national curriculum programmes of study and that there is progression of skills, knowledge and understanding building on what has previously been taught as well as making links with learning in other subjects. Skills learned during English and Mathematics lessons are applied throughout other curriculum areas.

The staff at St. Matthew's endeavour to ensure that all children are motivated, inspired and want to learn. The learning experiences that they provide are enriched through visits, visitors and extra-curricular activities. Years 2, 4 and 6 have the opportunity to participate in a residential visit to further broaden their experiences. All pupils are invited to attend at least

one of our after-school activities. All staff lead clubs that our pupils have requested. We feel it is important to listen to our pupils and provide exciting clubs that they want to attend.

St. Matthew's staff set high expectations for all children and plan to ensure that there are no barriers to every child achieving. Assessment opportunities are carefully planned into the curriculum by our curriculum leaders. End of year milestones are clearly planned and progress is measured against these.

We work backwards from these milestones when planning to ensure activities are meaningful and purposeful. Subject leaders have also decided the key, 'crucial' knowledge that needs to be remembered in order for progress to be made. This enables us to spend quality time on ensuring the children know what they need to know, can make links and are able to recap on it through spaced repetition. The retention and retrieval of knowledge is fundamental to all subjects.

Formative, on-going assessments lead to action by the teacher to provide feedback or identify if the pupil needs to revisit, consolidate or move on (RCM). Staff use this information to inform their short-term planning and interventions, this enables us to provide the best possible support for all our pupils

Within each unit being studied, pupils will be given pre and post assessment tasks. The pre-assessment tasks take place at the beginning of a new topic to assess pupils' prior knowledge: what they should already know and includes questions relating to the new topic to assess pupils' starting points. This informs teacher's future planning by knowing which pupils need consolidation and those who are ready to move on can do so.

Post assessment tasks takes place in the last week of the unit being studied. They are evaluative to assess if pupils have retained the crucial knowledge. These tasks are recorded and used by teachers and subject leaders.

During Pupil Progress Meetings (twice a year) the progress and attainment of every child is discussed. Through these discussions additional support/challenge is evaluated and planned for where necessary ensuring any gaps are addressed.

Subject leaders are instrumental in monitoring the impact of our curriculum by conducting learning walks, book looks and pupil voice. Their annual action plans reflect the development points and actions to move our curriculum forward and meet the needs of our learners.

At St. Matthew's Catholic Primary School, we pride ourselves on ensuring a very inclusive education for all children and will endeavour to support every child regardless of their level of need. All pupils are supported to achieve the highest levels of success within the National Curriculum and all staff have high expectations of all children. We offer a variety of support depending on the individual needs of each child and this applies across all curriculum subjects.

We strive for Quality First Teaching throughout the curriculum and this is monitored and reviewed regularly. Teachers utilise various support and targeted, proven interventions for those children with SEND including adaptive teaching methods, visual support and pre-teaching vocabulary and information as well as active learning and using ICT as a means of recording learning where writing isn't essential.

Our curriculum will continue to evolve as we strive to meet the needs of our pupils and the community that we serve.