

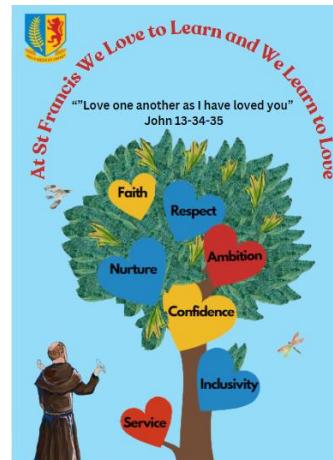


Curriculum Vision 2025-26

Intent

We are a Catholic school for all children and welcome children and families of all faiths and of no faith.

The Mission of Saint Francis Catholic Primary School is to foster a vibrant learning community and transformative educational experience where the Catholic faith is not only taught but lived, empowering our children to become compassionate young people who can be agents of positive change in the world.



With Christ at the centre, and inspired by our Franciscan founders and patron St Francis, we want our pupils to know and learn about the world we live in and foster a deep respect for different ways of life, religions and cultures. our curriculum design flows from this

mission and is underpinned by our Catholic virtues, with a focus on academic excellence and spiritual formation. Our intent is to nurture the spiritual, intellectual, and personal growth of each child, fostering a deep sense of responsibility.

Implementation

- Our curriculum implementation revolves around a dynamic and inclusive learning environment where the Catholic identity permeates all aspects of school life. Children are nurtured as unique individuals so that they can reach their full potential. Through engaging and interactive lessons based on a broad and balanced curriculum, children build the knowledge and skills to become lifelong learners.
- The school curriculum reflects the requirements to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have 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 curriculumrelated expectations of governing boards set out in the Department for Education's Governance Handbook.
- We want our pupils to be happy and confident, to know who they are and have respect for their own dignity as well as the dignity of others so that everyone feels known and loved. We will promote within each child an awareness of God's presence in our daily lives. Worship, prayer and liturgy take a central place in the life of the school, and we strive to make these meaningful experiences that contribute to the faith development of everyone in the school community, leading us to respond to God's love in praise and thanksgiving. Our community is one of joy and hope and as such we recognise the importance of emotional wellbeing as part of a healthy lifestyle. We encourage our children to take risks which supports creative work and play so that all children's talents and interests can be developed.
- At St Francis high quality, inspiring and relevant teaching will motivate pupils to become lifelong learners. We evolve and develop our curriculum to ensure that it is knowledge rich to enable children to think critically and creatively. We strive to provide all pupils with a range of experiences beyond their normal range to allow them to have new experiences and develop life skills. There are opportunities beyond the classroom to enhance the teaching of outdoor learning, sport and the arts. These

opportunities are provided to enable children to develop their own character and to develop their relationships to their own self and others.

- There is a focus on being a responsible individual in all areas of school life- we build children's skills so that they become resilient learners. Children are supported to develop skills to take responsibility, make decisions, collaborate and problem solve in preparation for becoming responsible citizens in their homes, parishes, wider communities and in the world. We want our pupils to be physically literate with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.
- We believe that communication is an essential life skill and feel passionately about enabling all pupils to develop effective communication skills. Communication impacts on every part of life and is crucial for future success. A vocabulary rich curriculum supports children to understand the key concepts and ideas in each subject area and build on their knowledge as they move through the school.
- We strive to open our children's eyes to the possibilities available to them and to support them to reach the highest levels of achievement and behaviour. Behaviour is a curriculum which is deliberately taught so that pupils understand the behaviours which build positive habits for life.
- Excellent provision for SEND pupils and provision for all pupils ensures that resources are well matched to learning needs. We practice the Catholic Virtues that we have chosen together as underpinning the way in which we achieve the aims of our curriculum so that we can flourish academically and as a whole person.

EYFS

In the Foundation Stage children will have access to a rich and engaging learning environment which will allow children to demonstrate their learning in a range of contexts. The curriculum will provide for open-ended, interest-led and hands on experiences to allow children to play imaginatively and explore, make choices, combine and test ideas, seek challenge and be willing to risk-take and recognise that failures are opportunities to learn. We follow the Statutory Framework for Early Years Foundation Stage 2021 which

sets the standards for learning, development and care for children from birth to five. In EYFS and KS1 children are taught phonics using the Little Wandle scheme. More information can be found under the phonics section of our curriculum pages.

KS1 & KS2

In Key Stage One and KS2 the children are taught the National Curriculum. The National Curriculum comprises the core subjects of Religious Education, English, Maths and Science alongside the other subjects of Computing, Design Technology, History, Geography, Music, Art, Languages and Physical Education.

- RE is taught according to the 'Come and See' scheme of work and makes up 10% of curriculum time; cross curricular approaches are used with links made with PSHCE, SRE and other curriculum areas. World faith topics are taught twice a year but other opportunities for teaching about other cultures and faiths are woven into the whole curriculum to deepen understanding of diversity and the rich cultures within our world.
- There is an emphasis on the key skill of reading with daily phonics lessons in KS1 and both Key Stages children are encouraged to read across the curriculum and at home where we value parent's enthusiastic support for this most important skill. Pupils read widely and often, with fluency and comprehension appropriate to their age. Progressive development of texts is appropriate to the developmental stage of that child. There is exposure to challenging, high quality texts through whole class reading.
- In KS1 pupils' physical development is supported through access to physical literacy sessions which aim to develop fine and gross motor skills.
- In KS2 all children have the opportunity to experience inter-school sports competitions, and as play leaders, children in Y6 are able to lead physical activities with the younger children.
- All pupils in UKS2 learn a musical instrument and have opportunities to perform regularly to an audience to demonstrate their developing skills.

Assessment

Impact

Our Curriculum Impact – how well are we achieving our aims ?

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design which is linked to our school improvement plan. The senior leadership team work closely together with subject leaders to review learning, evaluate pupil voice and provide individual feedback to move practice forward, celebrating positives and highlighting areas of development.

Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding.

Class teachers meet regularly with the Head teacher, Assistant HT and SENDCO in formal pupil progress meetings where progress of individual children and vulnerable groups are discussed and strategies for improvement where necessary monitored and reviewed. Provision mapping meetings help to analyse and evidence progress through interventions and changes are made where necessary. Informal discussions are happening constantly and CPD of staff is linked very closely to subject knowledge as well as focusing firmly on the whole school curriculum development .Our aims are for all our children to be successful learners, confident individuals and responsible and respectful citizens following in the footsteps of Jesus.