

Intent

Believe- Achieve- Belong...together with Christ.

At St Michael and All Angels Catholic Primary School we believe that we need to educate our children to think critically, more ethically and become more geo-politically aware. We recognise the circumstances that face us represent a unique configuration of challenges, which makes it essential that we are proactively changing the world through learning.

Our curriculum is carefully crafted so that our children are learners who will be international and global citizens. They will demonstrate a love of learning and act as young people who will engage with each other as they Believe-Achieve-Belong together with Christ.

We provide an environment in which the dignity of each person is recognised and developed and underpin this with the promotion of the four core British values: democracy; the rule of law; individual liberty; mutual respect and tolerance of others.

The world of employment is rapidly changing, and employers are calling for education to expand its focus beyond traditional cognitive domains. Education needs to prepare children for the future; a future that is supported by a desire to have a better world that values everyone. Education should also provide the children with the emotional well-being to be able to support and drive a desire to contribute to a wider society through faith, beliefs and respect for everyone.

At St Michael and All Angels our intent for the curriculum is for our children to be, skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, digital leaders, designers and technologists. Our children will occupy employment that is yet to be created. We want our children to reach their full potential and provide the skills to enable them to do so soon. This calls for us to think about our curriculum differently. If we want our children to thrive in an ever changing and challenging local and global society, apply new thinking to situations and change the world then we must re-think learning, what is important to be learnt, how learning is fostered and how we measure it. We want our children to understand how to be present in, live in and share in the world. We instil in the children the belief that they can achieve anything they put their minds to.

By the end of Year 6, we aim for all of our children to leave us with the necessary skills and vocabulary required to succeed in secondary school; be well-read and reasoned children, able to access literature in all walks of life and, perhaps most importantly of all, to aspire to pursue and realise their full potential in the wider world.

Curriculum Intent <i>Achieve Believe Belong Together with Christ</i>		
<i>Achieve</i> <i>Believe</i> <i>Belong</i>	High Expectations	<ul style="list-style-type: none"> • Learn, grow and inspire independent learning and understanding. • Recall and remember exciting knowledge and skills in the curriculum. • Confident pupils who are determined and have high expectations of themselves and others.
	Independence and Resilience	<ul style="list-style-type: none"> • Live the Gospel Values in the light of St Michael the Archangel • Engage and respond to their own wellbeing and healthy living choices • Have positive attitudes to challenge and reach their full potential
	Respectful Relationships	<ul style="list-style-type: none"> • To be messengers of Christ and open the door to the community both globally and locally • Be peacemakers who include and keep everyone safe • Respect for all members of the school community including those making their own choices, other faiths, cultures and races.

Implementation
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All national curriculum subjects are carefully planned, structured and sequenced by our subject leaders to ensure that knowledge and skills build on what has been taught before and pupils work towards clearly defined end points. Our curriculum is structured to help pupils embed key concepts in their long-term memory and apply them fluently across the curriculum. Retrieval practice is embedded throughout the curriculum which aids teachers in identifying gaps in knowledge, check for misunderstandings and helps children to learn and retain information.

We implement our science curriculum by teaching from our carefully crafted Big Question Planning which encompasses all national curriculum requirements. We sequence substantive knowledge each year ensuring that there is clear progression by mapping out the content of various topics so that knowledge is embedded, recalled, retained and built upon year by year, throughout the school. We begin each lesson with flashbacks to aid the retention of knowledge. We explicitly teach the vocabulary needed to access the learning for the lesson and we plan for the use of stem sentences to help children to articulate their learning using the learnt vocabulary. We use knowledge organisers to help with the acquisition and retention of knowledge and vocabulary. We identify the disciplinary knowledge the children need to learn the substantive knowledge, and the disciplinary skills are taught explicitly. Our curriculum is carefully planned and sequenced, building on prior knowledge and towards clear end points.

Our aim is to equip children with the knowledge and skills that our pupils will need in order to ensure that they develop resilience; growing and developing academically, physically, socially and morally. Our curriculum is designed to be stimulating and challenging so that children develop a curiosity about the world around them and enable them to grow and develop in becoming independent and active learners.

Throughout all areas of the curriculum, reading is prioritised and children are given access to a wide range of age appropriate texts across all subject areas.

In addition, we take a carefully considered and rigorous approach to vocabulary development throughout every aspect of our curriculum and the broader life of the school. There is a sharp focus on phonics for our younger pupils and we follow the Read, Write Inc Scheme throughout school, which also supports our older pupils.

A range of after school activities and additional experiences such as fieldwork, educational visits and visitors to school, ensure that both enjoyment and learning are enhanced.

Impact

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At St Michael and All Angels Catholic Primary School, achievement and progress is carefully monitored through a mixture of formative and summative assessments which enables our teachers to plan the next steps for each child. All children are expected to make good or better progress but where children are found to need additional support, we have a variety of interventions to meet their specific needs.

At St Michael and All Angels we regularly monitor our curriculum design throughout the year to gauge the impact. Senior leaders and subject leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development, that through coaching and continued professional development, are developed and strengthened. The impact of the curriculum is reviewed regularly and progress is measured against end of year outcomes.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. Our pupils work collaboratively with their peers and independently as inquisitive learners, who are motivated to excel and who have a thirst for learning.

Our curriculum enables our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils are respectful and show tolerance and acceptance to those from different faiths and backgrounds.

