



*At our school, with Jesus in our hearts, we have:
The passion to learn
The courage to fail
The strength to love*

Curriculum Statement

School Vision

St Bernadette's strives to be a model of educational excellence. The school achieves this through the delivery of a rich curriculum which inspires, motivates and challenges all of our children. We believe that all children should leave St Bernadette's confident in their abilities, articulate and ambitious for their future growth at secondary school and beyond.

The school aims to provide a secure, stable and stimulating environment conducive to effective learning that reflects St Bernadette's strong Catholic ethos, where every child is valued and their academic progress, physical development, spiritual welfare, creative awareness and pastoral care are promoted. We believe that all children have the ability to achieve their potential and our curriculum and pedagogy enables all children to do this.

Intent

Our curriculum is designed to enable all our children to develop into confident, independent and successful young people. It recognises the need to adapt to the demands of the changing world where communication and the use of computing are a pre-requisite and good citizenship and care for the environment is essential.

With a commitment to a broad and balanced curriculum, we seek to:

- Provide a Catholic Christian education based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life;
- Provide an environment in which the dignity of each person, as a child of God, is recognised and developed;
- Support children to grow and live out the school's mission statement and demonstrate the federation charism gifts in their thoughts, actions and decisions;
- Enable all our children to acquire the basic skills necessary to access further learning and provide the widest possible choices to improve their life-chances. This includes a rigorous focus on teaching early reading, writing, maths and phonics in EYFS and KS1;
- Recognise and encourage each child's unique gifts and talents and to endeavour to stretch/challenge their intellectual, creative and physical capacity;
- Ensure all children have access to the curriculum and that the curriculum is adapted, where necessary, so that all can learn and progress;
- Appropriately support the curriculum with high quality, memorable learning opportunities that will motivate and engage children and influence further learning;
- Consolidate and embed knowledge and skills by linking learning across curriculum areas whilst recognising the distinct characteristics of each subject;
- Review and adapt our school curriculum to reflect the school's context and priorities as reflected in the school's improvement planning;
- Provide learning and other opportunities:

- That promote children's understanding of the environment and their responsibility as stewards of God's creation;
- Where children learn how to keep themselves safe, especially when using the internet and know what to do if they find themselves in a dangerous or unsafe situation;
- That promotes children's health and well-being and ensures they know what to do if they are worried or need additional support.

Implementation

Our curriculum is planned to ensure progression, sufficient breadth, balance, relevance and enjoyment for each child, using the National Curriculum, the EYFS curriculum and our RE curriculum as a starting point. We have adopted a knowledge-rich approach. Knowledge underpins and enables the application of skill and both are explicitly developed.

We put a strong emphasis on developing literacy and numeracy skills for all our pupils. In particular, we place a heavy emphasis on developing secure reading skills; in Early Years Foundation Stage and KS1, the Little Wandle phonics scheme is taught to consolidate and embed secure phonics and develop reading fluency. In KS2, English units are based on high quality texts that are read, discussed and lead to writing opportunities.

Using the Early Years Foundation Stage and National Curriculum as a basis, age appropriate progression in knowledge for each core and foundation subject has been identified. This has been mapped out to ensure coverage of identified knowledge is secured across EYFS, KS1 and KS2. We carefully select the sequence of when, what and how knowledge is taught. In addition, the specific skills in each subject are crafted into structured progressions for each subject.

- Teachers use professional judgement in how learning is best disseminated, including whole class, small or focused group teaching, or individual tasks.
- Skills and knowledge are taught sequentially, presented clearly and broken into manageable chunks so children's working memory is not over-whelmed and skills, along with concepts, are embedded in children's long-term memory.
- Teachers employ strategies such as modelling and explanation, deep questioning, and scaffolded learning opportunities to practice, consolidate and embed skills and knowledge. Giving children memorable experiences and over-learning ensure that key concepts and knowledge are transferred to children's long term memory.
- Each curriculum area is led by a subject leader who is responsible for designing, reviewing and implementing the subject's Scheme of Work, including sequencing learning so there is clear progression of knowledge, skills, concepts and opportunities for over-learning. Reading, vocabulary and maths skills are promoted in all subject areas.
- Subject leaders support high quality teaching in their subject through offering advice, coaching and training, monitoring books and pupils' learning and identifying future priorities which are shared with the Head of School, Executive Headteacher and Governors so that they can be reflected in whole school improvement planning.
- Units of work are planned as a clear and sequential learning journey. Teaching within the unit enables children to deepen their knowledge and skills and results in children being able to demonstrate their learning and understanding.
- The curriculum is effectively enhanced with a wide range of extra-curricular and enrichment activities that reflect the needs and interests of the children. These include trips, visitors, sports, arts and performances. The time dedicated to these opportunities are taken into account in deciding time allocated to teaching.
- Opportunities for children to develop, practice and reflect the Catholic tradition that identifies us as a Catholic school are threaded throughout the whole curriculum. This includes demonstrating Gospel values, along with an understanding of justice and peace and an appreciation of, and care for, the environment.

Impact

We use rigorous monitoring throughout the year to gauge the impact of our curriculum design on pupils' achievement and our evaluations are reflected in our improvement planning. Monitoring and evaluation involves subject and senior leaders; our team approach strengthens our ethos and vision as we work together to reflect upon our curriculum, identify areas of improvement and drive forward next steps.

The impact of our curriculum is seen in:

- High expectations that lead to high standards. Teaching is rigorous, engaging and supports and challenges all pupils.
- Pupils are well prepared to meet the challenges of the next part of their educational journey and do so with confidence, enthusiasm and a positive attitude to learning.
- High quality, first hand experiences which are memorable, worthwhile and challenging.
- Pupils' ability to articulate their learning and progress over time.
- Senior leaders and curriculum leaders review the curriculum and progress in all year groups through learning walks, book scrutinies, regular pupil progress meetings and evaluation of assessments. Actions are agreed and acted upon.
- Senior leaders and the SENDCO ensure all children can access the curriculum.
- Pupils that are confident, independent and successful and who value and respect one another. They are active in demonstrating our mission in action.
- Our inclusive atmosphere where diversity is celebrated and equality is promoted.

In the daily living of our Catholic faith, we aim to ensure that Religious Education and spiritual development will permeate every aspect of our curriculum so that it is explicit and implicit within our community. Rooted in prayer and lived out in the daily life of the school, pupils and staff are supported to grow in faith and deepen their relationships with God and each other.