



CURRICULUM POLICY

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CONTEXT

Catmose Primary is an academy primary school in Oakham, Rutland. The majority of pupils are drawn from the county town of Oakham and surrounding villages, although many are attracted from a wider area including Leicestershire and Melton through parental choice.

The Ofsted report in 2023 graded the school as 'Good' in all categories. We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life.

We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud at Catmose to have committed staff and talented, hardworking pupils whose contributions make our School truly exceptional.

Our primary aim is to encourage each pupil to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

INTENT - THE PURPOSE OF OUR CURRICULUM

Our curriculum encompasses all the broad range of activities we offer, including classroom-based subject teaching, optional trips and visits and competitive sport. It is our intent to offer pupils a curriculum that enables them to progress from starting to leaving school, being as secondary ready as possible. It is designed with the intent to ensure that, alongside a foundation of academic knowledge and skills, children also develop the confidence, resilience, teamwork and leadership skills they will need to thrive in secondary education.

We therefore offer all pupils a core academic curriculum which covers the core subjects: English, Maths, Science and Computing. This is supported by the foundation subjects, taught through a creative curriculum. The creative curriculum is called the 3I Curriculum: Innovative, Inspiring and Individual. This 3I curriculum includes music, art, drama, design technology (DT), modern foreign languages, geography, history, religious education (RE), physical education (PE), personal, social and health education (PSHE) including relationships education, citizenship and circle time. A curriculum deficit has been implemented post Covid-19 to ensure that all staff are clear as to what areas of the curriculum have been taught in school, which at home during Lockdowns and which areas need to be revisited to ensure these concepts and understanding are embedded for all pupils.

Outside of this core curriculum, we also offer pupils a broad range of cultural, sporting and artistic opportunities that will give pupils the broader skills they need to be successful in secondary education. We provide this through Super Learning Days, trips, workshops and visitors. This is complimented with a Year Group Passport implemented post Covid 19 to ensure that all children experience a wide range of opportunities which may have been missed due to Lockdown. This is offered to all pupils in the School.

IMPLEMENTATION

The Senior Leadership Team will review annually the range of subjects and schemes of work to ensure that they remain appropriate. Each class has a curriculum overview which ensures balanced coverage of the areas within each subject. All classes offer an enhanced curriculum offer through trips and visits, clubs and competitions to broaden the pupils' skills and knowledge. These opportunities are shared with parents and pupils so that involvement can be accessed by all. We have a separate policy on trips and visits which should be read in conjunction with this policy. Where there is a charge for such opportunities, please read the Federation Charging and Remission policy.

A year group by year group breakdown of the curriculum offered can be found on the School website <http://www.catmoseprimary.com/overview/>

Curriculum Breakdown by Year Group

YEAR GROUP	CURRICULUM DOWNLOAD
EYFS – Ash Class	Download
Year 1 – Beech Class	Download
Year 2 – Cedar Class	Download
Year 3 – Oak Class	Download
Year 4 – Redwood Class	Download
Year 5 – Silver Birch	Download
Year 6 – Willow Class	Download

RESPONSIBILITIES FOR IMPLEMENTATION

All staff are responsible for implementing this policy. The Head of School is responsible for strategic decisions to ensure that the curriculum is broad and balanced whilst meeting the needs of our pupils. The Head of School will ensure an effective programme of quality assurance and development takes place to ensure that governors are confident that the curriculum is implemented successfully and achieves its aims.

IMPACT - MEASURING SUCCESS

We use a range of measures to determine the success of our curriculum which are monitored and shared with governors, these include:

- Pupil attendance. If our curriculum is engaging, broad and balanced, pupils will want to attend School.
- Pupil behaviour. If the curriculum is right for our children, lessons and other activities will be engaging and rates of poor behaviour and exclusions will be low.
- The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality and this will be shown through the grades the senior team award for lessons.
- Pupil engagement in the enhanced curriculum. We will monitor pupil participation in trips and visits, events within School, competitions and clubs, ensuring that all pupils are involved in a broad mix of activity.
- The proportion of pupils staying in secondary education once they have progressed to KS3 and KS4. If pupils have experienced a curriculum with the School that has allowed them to be successful and enjoy their learning they are more likely to continue successfully in KS3 and KS4.
- A strong positive response for our stakeholder surveys. We annually survey staff, pupils and parents asking a range of questions about our curriculum.
- Outcomes at the end of the EYFS, Phonics Screening Check, KS1 SATs and KS2 SATs, with progress made from KS1 SATs to KS2 SATs. If the curriculum we offer meets the needs of our children, outcomes will be good or better.

VARIATION IN ACADEMIC CURRICULUM BY AGE EYFS

Reception follows the EYFS Curriculum which includes the prime and specific areas of learning. Prime areas are: Communication and Language, Physical Development and Personal, Social and Emotional Development. Specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Termly Big Experiences are used to create links between areas of learning to allow practitioners to follow children's learning journeys. Big Experiences are linked to key times of the year and also follow children's interests.

KEY STAGE 1

English, Phonics, Mathematics and Science are taught as dedicated, core subjects. PE is also taught as a standalone subject. Computing, RE, Music, Art & DT, History and Geography are taught as part of the 3I Curriculum 'Innovative, Inspiring and Individual' learning. The 3I Curriculum makes links between subjects where appropriate to deepen pupils' understanding. This 3I Curriculum is monitored against the National Curriculum standards. Children are assessed and graded in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth). PSHE and SRE are taught following an age appropriate curriculum.

KEY STAGE 2

English (including Reading, Writing and Grammar, Punctuation and Spelling), Mathematics and Science are taught as dedicated, core subjects. Science, Computing and PE are also taught as dedicated subjects but with cross-curricular links where possible. RE, History, Geography, Art & Design and DT are taught through the 3I curriculum. Modern Foreign Languages, French, is taught weekly. Children are assessed and graded in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth). PSHE and SRE are taught following an age appropriate curriculum.

TRANSITION

The design of the curriculum in lower KS1 has been developed to support children in the move from the Early Years curriculum to the National Curriculum.

The design of the curriculum in upper KS2 reflects the needs of children who are to transfer to Key Stage 3. This is undertaken in consultation with the feeder school and will include:

- Transition Day in Term 6 in the core curriculum areas.
- A day where our Y6 pupils are taught at Catmose College so pupils develop confidence in the organisation of a day at secondary school (this is in addition to the dedicated Transition Day).
- Greater transition package for targeted SEN pupils.
- A bespoke curriculum for Term 6 in order to prepare for the Year 7 curriculum. This curriculum follows the skills and experience pupils need to feel confident in starting secondary school.
- Targeted children supported through inclusion project, assigning a key worker to targeted children to build relationships during the final primary year to progress into Year 7 at Secondary.

3I CURRICULUM

The School follows Maestro 22 for the organisation of learning in history, geography, art, DT and RE. Links have been made to other curricular areas within each project where appropriate to deepen pupils' learning. For example, applying history knowledge when completing a computing task. The use of technology is encouraged in all topic areas, as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. Curriculum plans map the core knowledge and skills that pupils are taught and have time to master.

MATHEMATICS

We believe that good mathematics skills are essential for pupils to achieve their potential. Pupils should be able to apply their skills both inside and outside of School. Mathematics, therefore, needs to be supported across the whole of the curriculum.

Mathematics skills are mapped across the curriculum provision using White Rose planning and are considered in the planning of lessons. Each year group has a scheme of work to

map the units of work for each term against the National Curriculum. This is then assessed each term through checkpoint tasks and standardised tests.

ENGLISH

We believe that all pupils need good literacy skills in order to realise their academic potential and become effective communicators in the outside world. We support a cross-curricular, multi-strategy approach to English teaching that is aimed to meet the needs of pupils of all abilities. English underpins the curriculum by developing pupils' abilities to speak, listen, read and write for a wide variety of purposes. English is supported across the whole of the curriculum. Each year group covers a wide range of genres in both reading and writing to learn about and apply their knowledge and understanding of the National Curriculum. This is then assessed each term through checkpoint tasks and standardised tests.

SCIENCE

Science is taught as a standalone subject through content (with the support of Knowledge Organisers) practical skills and investigation. The school has a bespoke Science lab which enables children to access the resources they need to explore Science and work scientifically. Science is tracked and assessed each term. We use Hamilton schemes of work to teach out Science.

THE MOST ABLE

We are committed to providing a challenging curriculum commensurate with the different talents and abilities of all pupils. In addition, we will provide memorable and stimulating opportunities to identify and nurture those who are Gifted and Talented. This includes:

- The commitment of staff to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils, and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- The opportunity to apply to us for financial assistance to fund or partly fund workshops, extra-curricular activities or any service that we provide, in order to extend and further develop any identified gift or talent.
- Support when targets are not being met, as well as recognition of success.

SEND

Please read our SEND Policy, available from our website, for more information regarding how we support pupils who need additional help.

PREP

We value the work pupils do both in the School and at home. Prep provides an opportunity for pupils to work independently, to research, to carry out specific tasks and to prepare for work in class. Prep may be required for the following day or week, but pupils will have sufficient time to complete the work set. As a guide:

EYFS: one activity linked to the learning in class that week. It is an expectation that children are heard reading their individual book at home.

KS1: a phonics focus and a numeracy task is set each week. It is an expectation that children are heard to read their individual book at home.

KS2: spellings, with a English or Mathematics task is set each week. Research project may also be set. Year 5 and 6 will also have revision booklets with specific sections set to complete throughout the week. It is an expectation that children read their individual book to an adult at home.

There are opportunities for pupils to complete prep with help in School on a weekly basis.

RIGHTS AND RESPONSIBILITIES

We believe that making children aware of their rights and responsibilities is a high priority, as well as them having a meaningful role in decision-making. Therefore, dedicated time is given during the School day to Circle Time, Class and School Councils. We also believe it is vital that children are taught to recognise that their actions have an impact on the wider world and the environment. The curriculum gives opportunities through specific projects, such as the Values Education Assembly themes, or themed weeks and workshops to explore this e.g. an Environmental Week and Super Learning Days.