



CURRICULUM POLICY

ORIGINATOR: Rachael Coyne
SLT LINK: Kelly Jackson

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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 Primary 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 a broad range of activities, 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 and 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, provide all pupils with a core academic curriculum which covers the core subjects and foundation subjects. The core subjects are English, Maths, Science and Computing. We call the foundation subjects the 3I Curriculum: Innovative, Inspiring and Individual. This 3I curriculum includes music, art, drama, design technology (DT), modern foreign languages (MFL), geography, history, religious education (RE), physical education (PE) and personal, social and health education (PSHE) including relationships education, citizenship and circle time.

Outside of this core academic curriculum, we also offer pupils a wide range of cultural, sporting and artistic opportunities that will provide pupils broader experiences and skills. We provide this through Super Learning Days, trips, workshops and visitors. This is offered to all pupils in the School.

IMPLEMENTATION

The Senior Leadership Team and Subject Leaders 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/carers 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 breakdown of the curriculum offered in each year group 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 lesson observations.
- 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 primary 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/ carers asking a range of questions about our curriculum.
- Outcomes at the end of the EYFS, Phonic Screening Check, Y4 Multiplication Check and KS2 SATs, along with progress measures. 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. These subjects, along with the 31 Curriculum (all foundation subjects), are 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. These subjects, along with the 31 Curriculum (all foundation subjects), are 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.

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 secondary school within the Federation and will include these specific transition opportunities for Year 6 pupils:

- Transition Day in Term 6 in the core curriculum areas.
- Utilising resources and spaces at Catmose College to support pupils in preparing for a secondary school setting.
- 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.
- Year 6 staff conducting visits to each local secondary school so that they can confidently talk to pupils about what their experiences will be like.

31 CURRICULUM

The School follows Curriculum Maestro 22 planning and resources for the teaching of history, geography, art, DT and RE. Twinkl units are used and adapted for the teaching of Computing. PSHE is taught using PiXL planning and resources, with CWP used for SRE (Sex and Relationships Education) teaching. The School follows the Leicestershire Music Hub planning for Music. MFL follows the iLanguages scheme and PE follows the Cambridgeshire Scheme of Work. 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. 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 at regular intervals 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. English underpins the curriculum by developing pupils' abilities to speak, listen, read and write for a variety of purposes. 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. We follow our own

Systematic Synthetic Phonics Programme (SSPP) based on Q Phonics. We use FRED's Teaching planning and resources for the teaching of whole-class reading (daily from Y3 onwards). English is assessed each term through teacher assessment and low-stake tasks. Standardised tests are also used to assess progress.

SCIENCE

Science is taught as a standalone subject teaching content, 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 our Science.

THE MOST ABLE

We are committed to providing a challenging curriculum that provides for 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.

HOMEWORK

We value the work pupils do both in the School and at home. Homework provides an opportunity for pupils to embed learning, work independently, research, carry out specific tasks and prepare for work in-class. Homework 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 number task is set each week. It is an expectation that children are heard to read their individual book at home.
- KS2: spellings and a Mathematics task focusing on fundamental number knowledge is set each week. Year 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 homework with help in School on a weekly basis. Please read our Homework Policy for more details of this.

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 for 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., Super Learning Days.