



St Mary's
CATHOLIC PRIMARY SCHOOL

LIVING, LOVING & LEARNING WITH GOD

A REFLECTIVE RESEARCH LEAD CURRICULUM

A VALUES LEAD CURRICULUM

- Catholic and British values
- Flourish
- Unique
- Loved by God
- Relational approaches

OPTIMAL LEARNERS

Explicit teaching of executive functioning and self-regulation

EVERYONE A LEADER

ORACY AT THE HEART

An integrated Early Years provision to give an outstanding start:

- Nurture
- Challenge
- Curiosity
- Assessment
- Speech and language
- Maths mastery
- English Writing handwriting
- spelling punctuation and grammar
- English Phonics and reading
- RE
- Science
- PSHE and well being
- PE
- Music
- History
- Geography
- ICT
- Art
- DT
- MFL



OUR MISSION

Our Mission is to be a community of outstanding schools in which our pupils flourish in safe, happy and stimulating environments and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel.

RESEARCH AND CONSIDERED PEDAGOGICAL APPROACHES

Embedding quality, reflective approaches

The whole school development journey continues to be underpinned by research and reflection. Building on mentorship with outstanding partners, metacognitive training led by EEF leaders, a relational approach whole school model delivered through Devon Education Psychology specialists and work with NCETM, St Mary's has continued to reflect on effective approaches which lead to an Ofsted Good in July 2019.

Ongoing development work includes: NCETM Mastery three year development project. Devon Vocabulary Building Project followed by the Plymouth Oracy Project. NASENCO, NPQML and NPQSL. Masters Peer Mentor project. Trust wide Rosenshine Mastery Focus. Quality CPD and reflective practice drives and shapes our thinking and actions.

Quality Feedback v praise. Success for all

We recognise every child as an individual, celebrating strengths and building on areas of need. Education is not a race with some winners and others losers. Every child is a learner and every child has the right to see, name and feel their own success and grow this for their good and the good of others. We do not label children. We do use praise within the context of high quality feedback.

St Mary's is a UNICEF Rights Respecting Silver Awards School with ambitions to achieve Gold

Oracy as a key driver of change

Our aim in spoken language is to provide a sound foundation for the development of oracy skills. At the heart of good oracy is a dialogic classrooms. We aim to make our classrooms rich in talk, from effective questioning, high quality feedback to constructive peer discussions and teacher use of talk to develop and encourage high order skills. As a progression of our metacognitive work to build learning powers and our work with the Plymouth Oracy Project along with evidence from EEF studies we have identified the significance and importance of having an embedded whole school approach to developing spoken language and verbal interaction skills. Developing oracy skills for all is also key to our inclusion drive. Early identification and swift referral and interventions to support speech during the early years close gaps for identified pupils. Immersing children in storytelling and language in early years build a strong foundation of purposeful talk. Our oracy curriculum aims to enable all children to:

- Speak with clarity, eloquence and confidence
- Recognise the importance of listening in

- conjunction with speaking
- Be confident in the value of their own opinion and be able to express and justify this to others
- Adapt the use of language for a range of purposes and audiences
- Sustain a logical argument, question, reason and respond to others appropriately
- Concentrate, interpret and respond appropriately to a wide range of immersive experiences
- Be open minded, and respect the contributions of others and take account of their views.
- Celebrate the richness and diversity of language as part of a cultural heritage and tradition
- Share their learning in engaging and informative ways through presentation, drama, poetry and debate.

Across our school we adhere to the National Curriculum 2014 but enhance this with learning that is relevant to our culture and our local community.

CORE SUBJECTS

English

English is taught through the discrete elements of oracy, vocabulary building, phonics, reading, reading comprehension, handwriting, spelling, punctuation and grammar (SPAG) and writing. We work to ensure that through cross-curricular links children have real and purposeful reasons to use and develop these taught skills.

We use the Oracy 21 framework to direct teaching and learning in oracy and to assess the impact of this on every pupil. We aim to develop confident and articulate speakers. As detailed above oracy is a key driver for change improvement.

Speaking and listening alongside phonics awareness are the essential building bricks for the development of reading and writing. It helps the development of reading by segmenting and blending sounds.

PHONICS AND READING

There is a daily phonics session taught in our Foundation Stage and Key Stage 1 classes in accordance with the Letters and Sounds document. This provides a synthetic and systematic approach to the teaching of phonics and supports both the development of children's reading and writing skills. Children in Key Stage 2 who have not yet acquired the necessary skills, or who are not yet secure in applying them independently, take part in focused intervention groups.

The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. Explicit whole class teaching of reading comprehension skills promotes skills to identify facts and inference, summarise and draw conclusions. These skills are



CORE SUBJECTS

applied in a variety of texts linked to the class writing text or topic area. Skills that are widely used across the curriculum. Reading for learning as well as for pleasure are important elements of the children's experience. Parents are given clear expectations about reading at home and school works to ensure that any barriers are supported to maximise this home school support for each child.

WRITING

We develop writing skills so that children develop the stamina and ability to write simple statements and sentences as soon as possible in their school life. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more

sophisticated vocabulary. Discreet vocabulary teaching takes place weekly. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting and discreet grammar sessions are incorporated into the English lessons. The main writing approach at St Mary's is through the Babcock Text that Teach which was developed from the Talk for Writing Model and embeds the Pie Corbett talk for writing approach. Spelling is taught within English lessons, words taught come from the statutory word list for each year group as well as spelling rules linked to adding suffixes or prefixes or words with a similar origin.

CLICK FOR

National Curriculum English Programmes of Study

CORE SUBJECTS

Mathematics

Through a long term project working with the National Centre for Excellence in Maths (NCETM) leaders at St Mary's have worked alongside specialist to deepen our understanding of the maths mastery approach. This ensures that learning focuses on understanding. We support maths learning with quality resources and images to embed a deeper understanding of concepts.

Our teachers will ensure that mathematical skills are taught every day. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In most lessons there is a short and simple mental maths session. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties.

We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking.

We also work with Colyton Grammar School to further extend and enrich our older pupils experience of maths.

CLICK FOR

National Curriculum Mathematics Programmes of Study



CORE SUBJECTS

Science

Science is taught as a separate lesson but will be linked to our Topic and maths work where appropriate. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills linked to the children's own curiosity. We will encourage our pupils to be curious and to be excited by the process of understanding and exploring the world around them so that they can develop a deeper understanding of the world we live in. Pupils will develop knowledge and understanding of our world, whilst developing scientific skills and learning Key scientific terminology. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. It will develop the natural curiosity of the child and encourage questioning.

Our lessons will include learning about biology, chemistry and physics.

Our older children work with Colyton Grammar School and Axe Valley Academy to extend and enrich science in action.

CLICK FOR

National Curriculum Science Programmes of Study

CORE SUBJECTS


Religious Education

As a Catholic School we follow the agreed syllabus of the Diocese of Plymouth. Come and See is a resource that reflects the Catholic ethos of the school as well as the wider values and traditions of Great Britain. Class teaching of religion is delivered to develop knowledge and understanding, opening up the children's capacity to understand and appreciate people of all faiths and none.

Class dialogue encourages children to be able to appreciate how faith can support and strengthen empathy. RE is one strand of the Catholic Life of our school. This is embedded in every moment of our school life to bring our mission alive by allowing each child to flourish and to develop the desire to make a difference. Our teaching promotes the spiritual, moral, social and cultural development of our pupils.

CLICK FOR

Religious Education in Catholic Schools CES



FOUNDATION SUBJECTS

Computing

We have discrete timetable time for the teaching of Computing skills and computer science, but our approach is to integrate technology in meaningful ways to enhance and support all areas of learning. The tools of computing- laptops and other hardware such as cameras and film - should be seen as much a part of learning tools as are pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children first learn their skills in the Foundation Stage with mouse control, keyboard skills, saving and printing work, data handling and simple programming. They then progress to more complex skills such as data analysis, coding, communication, web design and digital literacy as they move through the year groups. Pupils will use technology safely and learn how to recognise phishing, pharming, online fraud and how they may be vulnerable to online identity theft. Pupils are taught where to go for help and support when they have concerns.

It is important that children understand how Computing is a vehicle for understanding how to break down information, how to organise it and to use it to make decisions and draw conclusions. Computing allows pupils to express themselves in a variety of ways and gives them a freedom of expression not found using a paper and pen – art and design programmes, green screen filming, video and sound overlays, PowerPoint with hyperlinks and programmed animations all allow children to express themselves in different ways. Some elements of the Computing curriculum are explicitly taught without the use of technology, via “unplugged” sessions, cementing the underlying computer science principles of programming and algorithms.

CLICK FOR

National Curriculum Computing Programmes of Study

FOUNDATION SUBJECTS


Geography

Our teaching of geography is essentially designed to inspire a curiosity and fascination about the world we live in and its people that will remain with our children for the rest of their lives. Our teaching equips them with knowledge of and skills to understand diverse places, people and communities, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and how they shape our landscapes and environments. We link our teaching of geography to other curriculum areas and utilise local geographical features such as the Jurassic Coast, rivers, valleys and local human environments. We also use Digimap as it aligned to the National Curriculum because it fully supports the development of geographical enquiry and aids the teaching and understanding of change.

We work with local partners including a nearby trout farm and the local authority planners to bring meaning to children's understanding of regional geography and the impact of decisions on the immediate landscape. We also encourage children to understand that resources are finite and make explicit the need for sustainability. A whole school approach based on the Laudato Si is the umbrella vehicle for this.

CLICK FOR

Humanities Programmes of Study



FOUNDATION SUBJECTS

History

Our teaching of history enables children to understand more about Britain's past from the earliest times and the historically significant aspects of the history of the wider world from the ancient era through to the twentieth century. Our knowledge and skills-based curriculum enables children to understand historical concepts such as continuity, change and chronology, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts. Developing these skills through an enquiry led approach will equip children to think and reflect widely, analyse and distil information and learn lessons from history that will enable their generation to make better informed decisions than their ancestors.

We link our teaching of different historical eras to our local context, encouraging our children to contribute to the life of the school and the community, including remembrance activities and making use of local resources e.g., Axminster National Heritage Centre, the Jurassic Coast (a UNESCO world heritage site) and Roman Exeter. Multiple opportunities are given to use skills from other subject areas including orating and debating to further develop pupil's historical understanding.

CLICK FOR

History Programmes of Study

FOUNDATION SUBJECTS

Art & Design

Art is taught as a separate lesson and woven into topic themes where relevant. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of other artists and their styles.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

CLICK FOR

National Curriculum Art and Design Programmes of Study


Modern Languages

Modern Languages is explicitly taught in KS2. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be regularly used.

French culture is also explored where pupils find out about French artists, musicians, food and the history of France as well as looking at different towns, cities and regions. Lessons are based on the Catherine Cheetah scheme of work. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

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National Curriculum Language Programmes of Study



FOUNDATION SUBJECTS

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies, services and masses also provide an opportunity to perform singing. Pupils are taught to play a variety of instruments and encouraged to play together in ensemble groups.

St Mary's has a strong tradition in progressing skills using the Kaday approach giving children intuitive skills for musicality as well as explicit skills that allow them to take up musical instrument training. All children will be given the opportunity to engage with at least three musical instruments as part of whole class learning. In addition we provide opportunities for one to one and one to one music tuition which are brought to life by engagement through the school orchestra and choir.

We encourage listening to a wide range of music with concentration and understanding. Music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

CLICK FOR

National Curriculum Music Programmes of Study

FOUNDATION SUBJECTS


Physical Education

Some form of physical activity takes place every day in our curriculum. We work to exceed the national expectation that within the school day children will be active for 30 mins and across the day for 60 minutes. Children have access to a range of resources for breaks and lunch and enjoy the input of sports leaders to share ideas and develop games. Staff also have access to an all-weather running track which allows us to set a daily mile challenge. Curriculum PE is delivered within the school grounds but is supplemented with a range of community interschool sports events as well as specialist events accessed through Axe Valley and Colyton Grammar School. All pupils access swimming each year on a rota basis with all year 6 expected to achieve 25m swim independently as well as having water confidence.

Our outdoor PE sessions will be on site for Reception and Key Stage 1. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. We run a Gymnastics Academy delivered on the school site by specialists from Axminster Gymnastics Centre. We have on site trained facilitators in Balancability which our youngest children access and our older children complete the Bikeability Award during Year 5.

CLICK FOR

PE Programmes of Study



FOUNDATION SUBJECTS

Personal Social & Health Education

As a faith school St Mary's pupils operate within a Catholic Framework of values and tradition that focusses on every child as an individual. Every child loved and valued and unique. Within class and across the whole school children experience a positive and supportive nurture environment here adults seek the best of each pupil and encourage each child to thrive.

These underpinning values and experiences are fundamental to who we are as a school community and our offer to anyone who is part of this community. Along with British Values these are the cornerstones of the formation of pupil's character development.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard. Pupils learn about similarities and differences between people and cultures, participating in a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot.

CLICK FOR

National Curriculum PSHE programmes of Study

OTHER CURRICULUM AREAS


British Values

In our curriculum we actively promote the democratic values of the rule of law, democracy, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We teach the importance of these values through the lens of British culture and values, in order to prepare children for life in modern day Britain.

Children are given the skills to develop their own voice, to be able to resolve issues using acceptable approaches and to understand democracy as a vehicle for effective change. All pupils can be voted to a position within the school council which is specifically designed to give every child a voice about school issues and how positive change can be achieved.

We actively promote visible decision making across the school. As a progression children are introduced to debate, public speaking and work with the local council and the local MP. Every child is given the opportunity to attend Parliament in London and experience debate workshops as part of this.

British values are displayed across the school, seen as underpinning values which are shared as part of the strength of a long standing tradition and heritage which we constantly encourage and empower children to emulate.



OTHER CURRICULUM AREAS

St Mary's is a Unicef Rights Respecting Silver Award School

Pupils are taught that they have the right to be safe and to tell. Each child names safe people who they would go to if they wanted to report any concerns. Through our Catholic Life Programme children are taught to resolve issues calmly. Restorative approaches are used widely. Children are encouraged to be accepting of one another and to support one another positively. Children also familiar with the difference between wants and needs, reinforcing this understanding through conscious activities based upon UNICEF's Convention on the Rights of the Child. Through these activities and discussions, children have opportunity to reflect upon their own lives, how they are and can remain safe and how they can help to improve the lives of children around the world in less fortunate situations.

The planned class based teaching programme for PSHE is part of a whole school approach. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times, such as: healthy living, good sleep habits, fiscal responsibility and budgeting, how to recognise and respond to prejudice and stereotypes, online safety, safety in the home and environment, ambition and life goals and also growing and changing – including changing emotions and needs. PSHE helps pupils to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential.


OTHER CURRICULUM AREAS

Relationship, Health & Sex Education

From September 2020 St Mary's have begun to implement the new programmes of study for RHSE. Relationship Education and Health Education are covered in the PSHE curriculum, primarily using Ten Ten Resources. This will be taught as part of the curriculum in an integrated way. Parents will be given the opportunity to understand what is being taught - and when - during the school year. The RHSE curriculum includes peer pressure, online safety, physical boundaries and human reproduction. Our science curriculum also includes content on human development, including reproduction.

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school.



OTHER CURRICULUM AREAS

Cross curricular teaching

Our Learning Project programme is planned to be age appropriate across the years. Learning Project curriculum maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Our Learning Projects have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. This also provides further opportunities to learn about people and cultures.

Inspire & Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. These are planned to be termly and shine a light on St Mary's values.

OTHER CURRICULUM AREAS

Outdoor learning


The outdoor world is an important part of the school experience. We are fortunate to have very good facilities within our school including a forest school. Outdoor learning gives children the opportunity to develop practical skills, develop confidence and self-belief and to appreciate the environment in which they live. All children can take part in outdoor learning events during the year on site. All children will have an experience of some off site outdoor learning each year, including for some a residential visit experience.

Educational & residential visits

We plan a series of trips each term for each year group. The trips are directly linked to our learning projects. We have a planned programme of residential visits. These are invaluable opportunities for children to learn new skills in an outdoor context.

Workshops & specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme. We invite specialists to ensure that we enhance the quality of experience for our pupils. .



OTHER CURRICULUM AREAS

Extra-curricular activities

A wide range of age appropriate clubs are offered both before and after school for Key Stage 1 and 2 pupils. Typically these could include craft club, music, cross country, multi sports, tag rugby, chess club and football. These clubs are run after school or at lunchtime by members of staff or external providers.

SATS preparation & testing

We recognise that external pressure to push children to meet the age-related expectations at Year 2 and Year 6 can result in narrowing their curriculum to English and maths at the expense of other subjects. We acknowledge that children need to be confident about sitting external assessment tests and that preparation for these tests is a necessary part of that. However, we seek to balance this with the wider curriculum opportunities outlined above. At St Mary's we encourage children to see these tests as opportunities to show what they have learned. We prepare as we would for a marathon, encouraging the children to identify what they are doing well and where and how they need to focus to continue to make progress.



St Mary's
CATHOLIC PRIMARY SCHOOL

LIVING, LOVING & LEARNING WITH GOD



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