



SACRED HEART CATHOLIC PRIMARY SCHOOL

Together we Encourage and Achieve

Sacred Heart Curriculum Statement

In our faith community, we work *together* to *encourage* our children to *achieve* their full potential. Every pupil is different with their own individual strengths. At Sacred Heart school they are given the opportunity to flourish in a happy, respectful and nurturing environment.

Curriculum Intent

The curriculum at Sacred Heart is based on the National Curriculum and is underpinned by good practice. In EYFS, we believe in a holistic approach, which enables all the children to develop the necessary skills so as to provide firm foundations which can be built upon in Key Stage 1. In Key Stage 1, we believe in delivering a curriculum which ensures the children develop and secure the basic knowledge and skills in Reading, Writing and Mathematics so as to be able to offer a broad, balanced and creative curriculum throughout Key Stage 2. Throughout all 3 Key Stages, we offer enriching opportunities to enthuse children in specific subject areas and to provide them all with experiences they may not encounter outside of school. Our curriculum has been designed to: recognise children's prior learning and knowledge, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. The curriculum design encourages the children to develop high aspirations and expectations for their future. Children's social, emotional and mental health needs are carefully considered and are an integral part of the curriculum. The spiritual, moral, social and cultural development of pupils runs like a golden thread through the schools work.

Curriculum Implementation

Sacred Heart's bespoke curriculum balances the national expectations and wide ranging experiences allowing our children to thrive and meet their full potential. Our curriculum allows for the progression of skills to be developed whilst ensuring the children are acquiring the appropriate knowledge to develop their understanding of the current and future areas of study. In Key Stage One we build upon the core principles and good practice of the Early Years Foundation stage curriculum by continuing to use continuous provision to enable the children to embed and apply all aspects of learning. Foundation subjects are taught discretely, while making relevant connections between subjects where appropriate. This holistic approach ensures that the children make secure connections between the different subject areas. In contrast, in Key Stage Two each subject is taught by a lead practitioner within the school, thus ensuring our curriculum is both broad and balanced. Every class engages with each lead practitioner on a weekly basis. This innovative design ensures continuity, progression and fosters a love of learning for each subject area. This unique subject specific approach helps our children in readiness for their continuing educational journey at High School. Staff attend regular Consortia, Local and National Training, to ensure that our curriculum is in-line with current expectations and practice.

Curriculum Impact

The whole school team at Sacred Heart strengthen the ethos and vision as they work collaboratively and share outcomes. Subject leaders monitor individual subjects; review learning and evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and identifying

areas of development. Learning is measured through careful analysis of application of skills across the curriculum.

As part of our monitoring of standards, across all subjects, we partake in consortia moderation events, for both core and foundation subjects. This moderation of all subjects, ensures that our Teacher Assessments are both fair and robust. In addition, we hold staff meetings, to internally moderate the standard of work across all subjects. This is particularly important as subject leads are solely responsible for the teaching of their subject in Key Stage 2.

Data is analysed and shared with Governors at appropriate times in the year – core and foundation subjects. From this analysis, areas of development are identified and form the action points in the school's self evaluation and improvement plan. Progress across these points are monitored in the year and results analysed again throughout the year.