



## English Martyrs CVA Curriculum statement

*'We grow and learn with the gifts we have been given, following in the footsteps of Jesus'*

*Our Curriculum Intent – how do we consider the quality of the curriculum in each subject as a driver of change?*

- 1) Head - Knowledge and skills that we impart to the children through our bespoke curriculum.
- 2) Heart - Character building through our virtue curriculum which links Gospel values and learning habits, enabling all children to develop a real sense of identity, growing their gifts as they travel through our school.
- 3) Hand - Application of knowledge and skills through problem solving, critical thinking and creative learning .

We want to provide a coherent and sequenced curriculum where Catholicity and faith is at the centre of all that we say and do. As a school we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience. We are fully committed to developing each child's unique potential within a secure and caring environment. We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, maximising the opportunities in our local area. We believe that our children should not only reach their best academically, but should also develop their faith, acquire a thirst for knowledge, foster a love of learning, have confidence in leading safe, healthy and fulfilling lives, become responsible and respectful citizens and leave our school with independent learning skills. Excellent teaching and learning gives children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspiration.

*Our Curriculum Implementation- how do we consider the content and teaching sequence in each subject?*

The curriculum consists of many planned experiences in school and out: lessons, topics, themed days, pupil leadership, collective worship, clubs, trips and visits, workshops, residential, fund raising and community work. Outcomes are designed to meet the requirements of the National Curriculum but also to develop the skills and attitudes needed for learning and for life. Our vibrant and rich curriculum is designed so that the subject specific skills are scaffolded within a cross-curricular theme or topic each term. In order to ensure that progression and balance is maintained, the programmes of study within each subject are mapped carefully highlighting the learning objectives. The topics are designed with a sparkling start and fabulous finish. They begin with an open ended question and work towards a final outcome. Topics are meaningful, relevant and inspiring. An understanding of child development and approaches to learning are embedded within our planning and the characteristics of effective learning are embedded throughout the school. Opportunities for first-hand experience (artefacts, visits, visitors, virtual tour) are provided



wherever possible and lessons are relevant, purposeful and for a range of audiences. Resources are well matched to learning need, e.g. time, people and materials. We use evidence from current research to inform our teaching and there is a sense of strong self-evaluation for the whole school community.

As a school we recognise the benefit of different approaches in achieving effective learning. To support this we use a variety of teaching styles and forms of pupil organisation, which include opportunities for whole class, small group and where possible individual teaching.

We want our children to become independent resilient learners and we use our school virtues and resilience training to help encourage all our children to develop a growth mind set facing new challenges, not being afraid to make a mistake and to enjoy learning in all areas of the curriculum. Each week we focus on a particular virtue and link it to all we do. Each week children are nominated by adults, peers or by themselves for the virtue and celebrated as role models in our celebration assembly. This is embedded across our school community impacting on the vocabulary adults are using daily with the children to reinforce positive learning attitudes as well as involving parents in providing examples of the virtues being seen at home.

### Our Curriculum Impact – how well are we achieving our aims ?

We use rigorous monitoring throughout the year to gauge the impact of the curriculum design which is linked to our school improvement plan. The senior leadership team work closely together with subject leaders to review learning, evaluate pupil voice and provide individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps. We don't confuse coverage with progress when assessing as learning is measured through careful analysis of the application of skills across the curriculum; showing how acquisition of knowledge is enhanced dramatically by expectations to evidence quality thinking and demonstrate individual understanding. Class teachers meet regularly with the Head teacher, Assistant HT and SENDCO in formal pupil progress meetings where progress of individual children and vulnerable groups are discussed and strategies for improvement where necessary monitored and reviewed. Provision mapping meetings help to analyse and evidence progress through interventions and changes are made where necessary. Informal discussions are happening constantly and CPD of staff is linked very closely to subject knowledge as well as focusing firmly on the whole school curriculum development. Our aims are for all our children to be successful learners, confident individuals and responsible and respectful citizens following in the footsteps of Jesus.

### Early Years Foundation Stage (EYFS)

The Early Years foundation stage is the single quality framework for children from birth to five; the EYFS is firmly rooted in a principled play based approach to learning and development focused firmly on the characteristics of effective learning; it is designed to give children the best possible start in life, making sure they are safe and able to thrive; every



child develops differently and at their own pace. There are seven areas of learning which children progress through in overlapping stages. These are :

- personal, social and emotional development.
- communication and language.
- physical development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design

At the end of their EYFS year the children will be assessed against the Early Learning Goals. They will achieve a good level of development if they achieve the ELG in personal social and emotional development, communication, language and literacy, physical development, reading, writing and number. Please refer to the EYFS curriculum document.

### **Key Stage One – Years 1 & 2**

We continue continuous provision into year one and elements of this still remain in year 2. We firmly believe that this approach to teaching is right for the developmental stage of the children within these year groups, promoting independence and continuing to develop further the characteristics of effective learning. Children learn through history or geography based topics with links being made across other subject areas if appropriate. Transition is strong between EYFS and year one with opportunities for some shared teaching towards the middle and end of the academic year. English and maths are taught in the morning sessions with a designated daily curriculum slot for phonics or Spelling, Punctuation and Grammar ( year 2 ) Children are taught through learning objectives from the National Curriculum appropriate for their age group. Writing is taught using the talk for writing approach, maths is taught using the maths mastery approach. RE is taught for 10 per cent of the curriculum allocation and is cross curricular as much as possible. Assessment is on going against the year group learning objectives ( please refer to the presentation on assessment ) At the end of Year One all children will be assessed using a government phonics task.

### **Key Stage Two – Years 3, 4, 5 & 6**

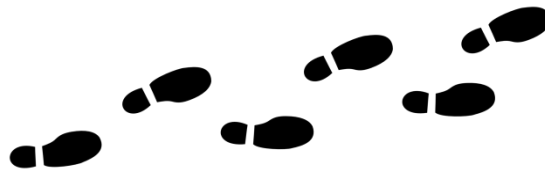
Children learn through history or geography topics with links being made to other subject areas if appropriate. English and maths are taught in the morning sessions with designated curriculum Spelling, Punctuation and Grammar sessions as well as reading comprehension. Writing is taught using the talk for writing approach, maths is taught using the maths mastery approach. Children are taught through learning objectives from the National Curriculum appropriate for their age group. RE is taught for 10 per cent of the curriculum allocation and is cross curricular as much as possible. Assessment is on going against the year group learning objectives ( please refer to the presentation on assessment ) At the end of year six the children will all be involved in the government statutory assessment in reading, writing, maths and SPAG. Teaching promotes high expectations of all children and sets high challenges tailored to the needs of the child. Throughout the key stages, emphasis is placed



on building skills for independent thinking and personal responsibility. In Year 6 children have the opportunity to take part in enterprise projects and leadership schemes .

The **transition** from Primary to Secondary education is a very important time for the children and so we ensure that great attention is given to making this transition as smooth as possible. We have close links with a number of secondary schools in the area and the children have the opportunity to experience days of art, science, maths or physical education at schools in the local area. During Term 6 children will be invited to an induction day at their new school enabling us to move all of our children up to their new 'September' classes for a transition week spending some time with new teachers and a new environment. We pride ourselves on ensuring that our children leave English Martyrs School with a secure foundation on which to build their learning, confidence, and the desire to succeed in which ever path they choose. "Excellent teaching gives children the life chances they deserve... Enjoyment is the birthright of every child. The most powerful mix is the one that brings the two together. Children learn better when they are excited and engaged but what excites and engages them best is truly excellent teaching."

RE



RE is a core subject in our school which occupies ten percent of our timetable and the majority of classroom teaching is delivered through the Diocesan 'Come and See' Programme. A termly newsletter is sent home with more information about what is covered within lessons across each key stage. In September 2012 the school, like all of those in the Nottingham diocese, replaced the 'Here I Am' syllabus with a new programme called 'Come and See'. 'Come and See' invites pupils to explore the religious aspects of life, dignity and purpose within the Catholic tradition. Pupils reflect on personal experiences and links are made with the Catholic faith as well as other faith traditions.

At the heart of our RE curriculum are our 'Big Questions', which ultimately drive the learning of the topic. These questions remain open ended and challenging, providing children with opportunities to engage with the deepest questions of life (Peter 3:15), encouraging pupil collaboration, discussion and reflection. Children are exposed to the mystery of God, the teachings of Jesus Christ and the Church, lives of Saints and the relationship between faith and life.



## English page

### Reading

At English Martyrs CVA we believe in both the importance of developing children's discrete word-reading skills and comprehension, and the need to engender their love of books and reading. We recognise that the two elements are intertwined; each relies on the other if children are to become life-long readers. Every child deserves the chance to become a reader and reading is a passport to the world. Reading great literature opens children up to ideas, experiences, places and times they might never otherwise experience in real life. Reading for pleasure gives opportunities to learn about a multitude of things that cannot be covered by a school curriculum, in a household where reading is not valued; school will be the key place where they come into contact with books.

To promote high standards of reading, our intent is to ensure that all pupils:

- read easily, fluently and with good understanding
- develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- develop children's experiences through a variety of texts including the use of libraries, ICT and other available media

### Phonics

At English Martyrs we teach phonics through a systematic synthetic phonics programme. We teach five different phases of phonics beginning with environmental sounds and then moving through a range of grapheme phoneme correspondences. Each phase builds on the skills and knowledge of the previous learning. They are also taught to read and spell 'tricky words', which are words with spellings that are unusual or that children have not yet been taught. When they are ready, children progress from books without words to simple stories with words and sounds. Please refer to the separate phonics policy.

### Screening Check

All year one children take the 'Phonics Screening Check' - a statutory assessment required by legislation. The children have to read a total of 40 words and non words using their phonetic skills. The 40 words and non-words are divided into two sections - one with simple word structures of three or four letters, and one with more complex word structures of five or six letters. The teacher administering the check with your child will give them a few practice words to read first - including some non-words - so they understand more about what they have to do. Each of the non-words is presented with a picture of a monster / alien, as if the word were their name (and so your child doesn't think the word is a mistake because it doesn't make sense!).

Our [Parent Phonic Screening Check information is available to read here.](#)



Parents are informed of the outcome from the phonics screening check in end of year reports. Those who do not meet the pass mark will be given support and intervention programmes in year two to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check' for a second time will access appropriate intervention detailed above.

### **Whole Class Reading**

Children in year 2 and above will be taught reading comprehension skills through a whole class approach using VIPERS in KS2 and a condensed version in year 2 once a week. The children will all be exposed to a variety of texts including fiction, non-fiction and poetry. All children will be encouraged to read aloud as part of this teaching as well as adults modelling reading during the lesson. Each lesson will always include introducing the children to a range of rich vocabulary as well as focusing on one of the VIPERS skills with an opportunity during the lesson for the children to answer written comprehension questions.

### **Individual Reading**

All children will have at least one individual reading book which have all been book banded to ensure that the book is matched to the reading age of the individual child.

### **Reading across the curriculum**

All staff are aware of the importance of reading and realise that the curriculum can not be accessed appropriately by a child if they do not have the necessary reading skills. They are also aware of the importance of gaining knowledge from reading. We promote the importance of using books as a hook into a topic or theme for learning and we expect reading activities to be part of our whole curriculum embedded into all teaching.

### **Celebrate**

We celebrate reading at school and at home. All children should read at least 3 times a week and this should be recorded in their reading diaries. The children are working hard to cross off numbers on their own personal 100 square to win prizes along the way and complete the 100 square as quickly as possible.

### **Writing**

Writing is an essential part of our curriculum and we provide lots of wonderful opportunities to inspire pupils, which makes sure they enjoy writing. All our children are taught writing using the talk for writing approach. In EYFS children learn how to hold a pencil properly and begin to form letters, words and sentences. We explicitly teach cursive handwriting from year one onwards and we encourage the children to write across a range of subjects and genres. We link our writing context to our curriculum topics, where appropriate. We find real life reasons for children to write - recent examples include letters to our MP, reports for our newsletter, performance poetry and speeches.



## Maths

Our mathematics curriculum is based on the Maths Mastery approach where children are taught as a whole class with scaffolding provided where necessary and pre teaching to ensure that all children can access the curriculum. Concepts are taught in small steps through a clear lesson structure which includes warm up the brain, new learning, and development of this new learning through fluency, reasoning and problem solving. A typical maths mastery lesson is led by the teacher, with all of the pupils in the class working together on the same tasks at the same time. Children use objects and pictures to physically represent mathematical concepts (the concrete > pictorial > abstract approach), alongside numbers and symbols – for example, using Lego bricks to add and subtract numbers. This helps them visualise abstract ideas, and as they become more proficient, they will gradually stop relying on physical props. The pace of the lessons is brisk, with teachers constantly asking questions about their thinking and inviting pupils to demonstrate solutions on the board.



Learning is a sacred endeavour.

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How is English a sacred subject?

Through the study of English we enable our pupils to discover communication, understanding and exploration of relationships with themselves, each other and the nature of God's world therefore recognising that language plays a fundamental role in the growth of our identity and self image. Exposure to a rich variety of literature and the development of literacy skills gives them the tools to participate fully as a global citizen.

How is Maths a sacred subject?

Through our maths curriculum we enable learners to be innovative, creative, critical and analytical learners. The subject gives them the tools to be pioneers, trailblazers and inventors needed today and in the future.

How is Science a sacred subject?

Science enables us to consider the world thinking about all levels of creation. Scientific exploration and discovery helps learners to recognise their potential and responsibility through the development of humility and dependence on making the right choices. Science encourages us to ask big questions around the meaning of life and it works closely with other curriculum areas.

How is Geography a sacred subject?

Geography enables all learners to experience the awe and wonder of God's world and to develop an awareness of their place in it. Geography gives us a spatial awareness of the globe and serves to form respectful attitudes that we are which serve to remind students that we are stewards and not masters.

How is History a sacred subject?

History encourages all learners to discover the past and have an understanding of how this influences the present enabling them to make informed decisions for creating a better future. Learning from the past helps to facilitate a better future for the common good of all God's people.

How is music a sacred subject?

The power of music offers all learners a channel to discover their God given talents. Music helps learners express emotion without limits.





How is PE a sacred subject?

PE enables all learners to unlock their full potential physically respecting the human body . It promotes the appreciation of the beauty, dignity and reverence of the human person made in the image and likeness of God.

How is Design Technology a sacred subject?

Design technology incorporates risk taking and creativity leading to a high level of resourcefulness enabling all learners to use divine inspiration. Design technology challenges learners to engage with issues of inclusion, stewardship, the dignity of the human person and ecology.

How is Art a sacred subject?

Art is a spiritual encounter exposing the learner to a deep level of communication and expression. Through artistic expression the learner can comment on social issues and spiritual experiences offering a window into God's divine creation.

How is computing a sacred subject?

Computer science opens up for learners the possibility of being leaders who can influence and transform decisions locally, nationally and globally.

How is MFL a sacred subject?

The study of Latin in our school exposes our learners to links with scripture, history and word origins. It provides a unique opportunity to bring together communication, inclusion, reconciliation, peace and understanding.