

Curriculum Intent Statement

At St Pancras Catholic Primary school Faith and spirituality is at the root of everything we do. Our school drivers – Possibilities, communication and emotional awareness - shape our curriculum and are based on our beliefs and values. They underpin a broad, balanced and ambitious curriculum for our pupils with the intent to provide children with the knowledge required to meet their full potential in their learning encouraging them to make informed choices which prepares them for life beyond St Pancras.

The curriculum at St Pancras is aligned to the National Curriculum but is also aspirational in the way it has been designed to ensure that all our children are motivated to become independent and confident learners, who understand the possibilities that are available to them in the wider world. It is underpinned by our Catholic ethos which is evident in everything we do and our values of perseverance, joy, forgiveness, courage, creativity, humility, generosity and stewardship.

Programmes of study in EYFS, Geography, History and Science, use the Primary Knowledge Curriculum which is knowledge rich curriculum which ‘enables all children, regardless of background, to be provided with the opportunities to succeed in later life. A knowledge-rich curriculum exposes children to ambitious content that has been highly specified and well-sequenced, leaving nothing to chance. Within schools, time is limited, and a knowledge-rich curriculum ensures that each precious moment will support children in acquiring the knowledge, skills and cultural capital that they will need to become well-educated citizens of the future.’

The curriculum has been designed and sequenced to value inclusion and diversity. Topics covered support children in their spiritual, moral, social and cultural development. As a Catholic school, we put great emphasis on Catholic Social teaching and help our children to understand their place in our global family, their rights and responsibilities and how their small actions can impact the common good. This enhances our children’s cultural capital, curiosity and sense of self which also positively impacts on their mental health and well-being.

We provide a strong foundation for learning and aim to create a sense of personal pride and achievement where children understand the purpose and relevance of what they are learning. This enables our children to communicate effectively and have the emotional awareness and resilience to adapt and flourish in a diverse and every changing world.

In addition to this we provide a curriculum at St Pancras which meets the children’s individual needs; ensuring that gaps in knowledge and skills are found and addressed. It is carefully adapted to meet the needs of all children. We strive to ensure that every child happy, safe, and supported and to have the courage and self-belief that they can try anything, while knowing that any type of failure becomes a learning experience which can ultimately lead to success that will be celebrated.

Curriculum Implementation

The curriculum is implemented with our curriculum intent and drivers underpinning all we do. We deliver a coherently planned and sequenced ambitious curriculum which equips our children with cumulative knowledge and skills. Learning is revisited and developed upon year-on-year ensuring depth of knowledge and progression.

- Subject leaders play a key role in both the design and monitoring of the delivery of their subject; providing curriculum overviews ensuring clear progression of both skills and knowledge across all year groups.
- Class teachers also provide year group curriculum overviews to ensure clarity of coverage.
- Teachers encourage and enable children to connect new knowledge with existing knowledge through programmes such as the Primary Knowledge Curriculum, CUSP (curriculum with Unity Schools Partnership) and Kapow, planning lessons carefully, addressing gaps and matching the learning according to need.
- Religious Education is a core subject and the school follows the Diocesan RE curriculum which uses 'The Way, the Truth and Life' and 'Come and See' programmes. The school follows the Tenten 'Life to the Full' programme for Relationships and Sex education.
- Our driver of communication means there is excellent questioning and opportunities for speaking and listening through discussion, paired and group work, drama and role play.
- Phonics and early reading starts with the Little Wandle phonics programme, which is a DfE approved systematic synthetic phonics programme. This give them the best possible start to success in Reading as well as providing highly effective preparation for the national Year 1 Phonic screening check.
- Daily phonics keep-up sessions are implemented in EYFS and Year 1 based on regular assessments for pupils that are struggling to keep up. KS2 pupils are also supported with their reading through Little Wandle if Phonics has been highlighted as an issue.
- High quality texts are used from the CUSP Literature spine which supports the CUSP Reading and Writing curriculum the school uses. These texts ensure that children are exposed to a wide range of vocabulary and syntax styles, this includes high quality fiction, non-fiction, poetry and academic texts.
- The CUSP reading curriculum ensures the explicit teaching of core reading strategies with cohesive learning approaches. Pupils also read extracts within the CUSP Reading Curriculum, and they are taught to answer a range of question types including but not limited to comparing, retrieving, authorial intent, predicting, summarising, inferring and giving personal response.
- Through the skilled delivery of White Rose Mathematics resources, small steps of learning, mathematical skills will be consolidated and progressed year-on-year. By focusing on key concepts and providing fluency practice, underpinned by a Concrete-Pictorial-Abstract approach, children will build a deep understanding and apply this across a range of mathematical concepts.
- 'Live' marking and feedback enables the learners to have further ownership of their learning and enables teachers to assess and drive the expectations forward during the course of the lesson. This open discussion of learning and tasks supports children in understanding the high expectations we have of them and helps them succeed during the lesson and not wait for feedback once the lesson is over.
- The curriculum is reviewed regularly by the Head of School and Trust leaders as well as school governors, SLT, subject leaders and teachers. Subject monitoring and action plans ensure it remains relevant, ambitious, well sequenced and fit for purpose.
- Subject governor monitoring where subject leaders present to, and are questioned by governors in these sessions' supports deep dives.
- The school uses PiXL for the regular assessment of pupils' learning for Reading, Writing, SPAG and Maths. Gaps in knowledge are quickly identified and daily 'therapies' (interventions) are given to fill these gaps. As curriculum models are progressive

children keep up with provision and demonstrate they are making expected levels of progress

- Enrichment opportunities are carefully selected to enhance learning, cultural capital and provide rich experiences for our children. These are also reviewed each year in line with our curriculum review.
- Safeguarding issues, Catholic social teaching, British values, PSHE and some elements of RSE are supported as assembly themes as well as forming key aspects of the curriculum.

Curriculum impact

The curriculum at St Pancras is ambitious, well-constructed to meet the needs of all pupils and well taught. Teachers and support staff access regular and relevant training to ensure their professional skills are continually developing to meet the schools high expectations of daily practice. Quality first teaching enables pupils to attain and progress well from a range of starting points and ensures the needs of all groups of pupils are met. Pupils retain academic knowledge as it is built on year-on-year and this provides a strong foundation for future learning and achievement.

The school drivers and strong Catholic ethos produces confident, independent, resilient pupils with good academic and social skills as well as the ambition to achieve success in life whilst being kind, considerate and respectful of others and the world around them.