



St. Clare's Curriculum Policy

Introduction

The curriculum is all the planned activities, that we as a school organise, in order to promote learning, personal growth and development of our pupils. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

Our Curriculum Intent

At St Clare's our curriculum is designed to provide opportunities for all our children to develop as independent, confident, successful learners with high aspirations; who know how to make a positive contribution to their community and wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding and our curriculum ensures that children are well prepared to be outstanding citizens in modern Britain. To promote the spiritual, moral, cultural, and mental development of pupils and prepare them for the opportunities, responsibilities and experiences of life, we enrich our curriculum by building in many diverse opportunities for them to learn.

We want our children to be happy, stimulated and challenged with no limits to their achievements.

Through our curriculum, we want our children to be curious and have a deep love and desire for learning. Our curriculum is ambitious and empowers our children to become independent and resilient. We strive for academic excellence and want our children to have high aspirations. Your children will be taught by teachers with high expectations who will plan a curriculum that is interesting, relevant, extends your children's understanding of the subject and ensures high quality work and outcomes. At St Clare's we aim to provide a highly inclusive environment where all learners enjoy their education. Pupils at all levels are helped to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs. All pupils are encouraged, and given the opportunity, to challenge themselves. We believe this removes barriers to their own and our expectations, cultivates self-belief and increases aspiration.

Our focus on curriculum development means our curriculum is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to

diverse and rich opportunities from which children can learn and develop a range of transferable skills. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times. Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on pupil outcomes. Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to St Clare's enhance the curriculum and provide opportunities for writing for a purpose. As your child progresses through our school they will develop high expectations of themselves in terms of their learning and behaviour; they will be encouraged to be independent learners who can also work cooperatively with others. They will develop support skills and nurturing skills towards their peers and younger pupils and organisational skills to support their learning.

At St Clare's we believe that a healthy body is essential for a healthy mind and that this is especially relevant in an area where there is statistically poor health. Our commitment to this is evident in the provision of, on average, two hours Physical Education each week for all pupils. We teach a varied, carefully designed curriculum with supporting processes and strategies to ensure maximum participation while the long-term benefits of regular exercise and a healthy diet are reinforced throughout. The long-term benefits of regular exercise are also repeated and consolidated in PSHE and Science lessons. This approach has enabled us to achieve the Healthy Schools Award.

We want our children to...

Be **organised** – bring in PE kit, homework, reading books, be punctual.

Be **respectful** – show good manners, listen attentively and follow instructions.

Be **responsible** – take pride in their work and themselves, show initiative, make good choices, volunteer for responsibilities.

Be **resilient** – don't give up even when it is difficult. We normalise resilience through this approach in all aspects of school life.

Participate – ask questions, be inquisitive, contribute to group work, join clubs and teams, volunteer

At St Clare's our pupils can expect:

- a curriculum that is ambitious for ALL pupils;
- a curriculum that is coherently planned and sequenced;

- a curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- a curriculum that is broad and balanced for all pupils;
- Opportunities to share their achievements in assemblies and other whole school events
- Opportunities to contribute towards their learning and be involved in decision-making that effects the whole school through our School Council and regular pupil perception surveys
- Opportunities to represent the school through sporting events and musical/dramatic performances
- A wide range of clubs and extra-curricular activities both after school and during lunchtimes
- The opportunity to join a choir
- Regular opportunities to work with the local community
- The opportunity to be a playground buddy, where older pupils support younger pupils in their playtime
- The opportunity to undertake cycling proficiency
- Opportunities to perform in plays and other dramatic and musical performances and the support for those who find that challenging, in the forms of class assemblies, school productions collective worship
- To apply for positions of Head Boy/Head Girl and other positions within school.
- To be recognised for their uniqueness and treated as an individual, whilst celebrating the diversity of our school family.

Our Curriculum Implementation

At St Clare's our teachers deliver varied and engaging topics across the year to enable children to develop a real interest in and a depth of understanding of the subject studied. Teachers plan to include many opportunities for applying the taught skills and knowledge of other foundation subjects and to include reading, writing and maths in a meaningful way. Fundamental British Values and SMSC Values are taught within the topics and may also be taught as part of a theme day or week across school. For example, we hold an 'Anti-Bullying day' and Safeguarding themed days, including Safer Internet Day and these are planned for the whole school. We follow the statutory National Curriculum 2014 for Key Stages 1 and 2. We teach the statutory National Curriculum subjects: Religious Education, English, Mathematics, Science, Computing, History, Geography, Art, Design Technology, Foreign Languages, Relationships, Sex Education and Music. We deliver an engaging 'Keeping Safe & Healthy' curriculum incorporating physical, social, health and emotional education (PSHE), and aspects of SMSC, British values, e-Safety and safeguarding.

As a faith school, we ensure we deliver a high-quality Religious Education programme to our children. We ensure Collective Worship involves all children and that worship takes place daily. Our children are taught with the Catholic Social Teaching Values being at the heart of all our lessons. English and Mathematics are taught each day and are at the core of our curriculum to ensure pupils attain as highly as possible and are fully prepared for secondary school and beyond. Science is taught for two hours each week. We believe that these core subjects are best delivered in the context of a full and rich wider curriculum which gives exciting and engaging opportunities for pupils to learn. Subjects are timetabled and taught

discretely with cross-curricular links and themes used where they enable us to most effectively meet the specific learning objectives of the subjects concerned or give pupils additional opportunities to embed and extend learning. Everything we do is underpinned by our school mission statement “Let Our Light Shine”, showing our children their uniqueness is celebrated and we want everybody to be the best that they can be.

We make use of specialist providers where they contribute to our curriculum philosophy or school improvement plan. For example, they may provide expertise which will enhance pupils’ learning and/or offer high-quality CPD to our teachers. We value and prioritise school visits, residential and extra-curricular activities which enhance the taught curriculum, offer experiences of the wider world beyond the pupils’ immediate community and give growing confidence and independence.

We are committed to full inclusion for all pupils, including those with special educational needs. Provision is made for all our pupils within their appropriate level of development. For pupils working below the level of the national primary curriculum, the PIVATS assessment tool supports teachers in setting ambitious targets as well as informing planning and tracking progress. St Clare’s takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and areas of learning. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

Opportunities for pupil voice are planned throughout the year and we actively encourage our children to take on leadership roles within our school. Please refer to our Curriculum Guide for full information. Our curriculum provides children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Subject leaders play a very important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

We ensure a timetable for extra-curricular activities is offered by the school, with clubs that support the core curriculum offer, as well as those which develop specialist skills. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Our curriculum will be enhanced by visits and visitors: –

- The opportunity to work alongside a professional writer or storyteller during local and national literacy festivals.
- Enrichment activities and visits that are linked to topics – at least one visit per term
- The opportunity to play in sports tournaments across the year

- Regular opportunities to work alongside parents on a day-to-day basis and during practical whole school projects
- Visits from clergy from our Parish Priest, Canon Aidan from our parish St Clare's and St Hugh's
- Visiting scientists and STEM ambassadors to enhance Science and Engineering across our school
- Class visits – e.g. Church, Science Museum, Wildlife Park, Farm Visit
- Visitors to school – e.g. parents who share their skills and work experiences, Drama groups, Dance specialists.
- Workshops delivered by specialists – e.g.: sculpture, music teacher, history experiences
- Themed Weeks/Days – e.g.: British Values, Health and Fitness Week, French Café, Art Week.
- Class Assemblies – children present their work to parents, carers and grandparents
- Performance opportunities – e.g.: Christmas Performances, Performance Poetry and Musical performances.

Our Curriculum Impact

The impact of our curriculum is that by the end of each key phase, most pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; Some pupils will have achieved a greater depth of understanding. We track carefully to ensure pupils are on track to reach expectations of our curriculum.

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

As we focus on our 'St Clare's Values' **aspiration, determination, respect, faith, trust, friendship, curiosity and forgiveness**, we will see our children living out these values in their daily life, that living by our values will promote positive attitudes, which reflect the values and skills needed for future success. Our pupils will have an interest in the wider-world, its processes and history, its people and their societies; in the arts and culture; in computing and the digital world; and in sports and healthy lifestyles.

At St. Clare's Catholic Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the

early years foundation stage' along with Development Matters. Our rigorous, well planned curriculum combined with high quality teaching ensures that children have access to rich and varied life experiences in which they will have the motivation and confidence to go out into the wider world and fulfil their human potential.

Catholic Social Teaching Values

At St. Clare's, our commitment to Catholic Social Teaching is deeply embedded in our ethos, guiding our actions and shaping our curriculum and community:

Dignity of the human person – We teach children in our care, through our curriculum, to love and show respect to one another. We also value the contributions made by each person in our school community.

Dignity of Work and the Right of Workers

We recognize that work is a form of participation in God's creation. At St. Clare's, we instil a strong work ethic in our students by encouraging them to take pride in their efforts and achievements in a challenging and engaging curriculum.

Family and Community

Families are the cornerstone of society, and we strive to support and strengthen our school community through our curriculum by engaging with parents and our local community.

Rights and Responsibilities

Every person has fundamental rights, and with these rights come responsibilities. At St. Clare's, our curriculum is centred on the British Values. We are a Rights Respecting School and children's rights are embedded throughout our curriculum.

Solidarity and the Common Good

We are called to stand in solidarity with one another, recognizing our interconnectedness as a community. Our curriculum ensures that pupils work collaboratively with one another to learn and grow. We stand together to make a change to the lives of others. Pupils also learn about and contribute to charities and causes that work for the good of all.

Stewardship of God's Creation

Caring for the environment is a fundamental aspect of our faith. At St. Clare's, we are proud to be an Eco School, actively engaging our students in sustainability efforts. Our curriculum reflects the need to protect our world and to respect the spaces local to our school.

For details of how the Catholic Social Teaching Values are embedded through each subject, please refer to the subject page on our website and subject policies.

Our School values

In our school, we teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential. Our three core values of **faith**,

aspiration and **respect** are at the heart of everything we do. We also have five other supplementary values: **determination, trust, friendship, curiosity and forgiveness**.

Our curriculum is linked to, and builds on, previous knowledge. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We are fortunate at St. Clare's to have a rich learning environment which includes: an outdoor reading area, forest school, outdoor KS1 area and lots of green space. This environment is respected and used by all in school and we aim, through our curriculum and extra-curricular offerings – such as our ECO council, to teach respect for our world and how we should care for it so that it can be enjoyed by future generations, as well as our own.

At St. Clare's our values permeate all areas of school life; we allow every child the opportunity to flourish and succeed in our curriculum. This is reflected by the school's simple motto: Let Our Light Shine.

Curriculum Organisation

At St. Clare's Catholic Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage' 2014 National Curriculum for Key Stages 1 & 2 Statutory framework for the early years foundation stage'.

Underpinning all learning are our three key learning threads: Communication and Language; Migration; and Continuity and Change. Through these themes we ensure that:

- Learning activities are planned around the distinctive needs of our children at St. Clare's.
- There is a focus on communication in a vocabulary rich classroom.
- Our curriculum reflects the heritage of our pupils and the history and culture of the city in which we live.
- Our curriculum prepares children for the changes they may face throughout their time in school. It also values continuity and stability for our pupils to provide them the opportunity to learn and thrive.

Our curriculum is delivered using carefully chosen resources depending on the nature of the subject being taught and the needs of the children. We use subscriptions to subject associations to keep up-to-date with subject developments and to support teaching with quality resources. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

(Please refer to the separate subject policies and curriculum pages on the school's website for a more detailed overview of each subject).

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and incorporates the children's interests.

In KS1 and KS2, our curriculum is all planned on a yearly cycle with an emphasis placed on delivering a bespoke curriculum, relevant to our pupils, that offers cross curricular links and learning that is supported by quality experiences. This includes carefully placed trips and visitors to school. We have a strong and clear learning sequence within lessons across school which ensures progression in each subject, enabling powerful learning as children build on, and link to previous learning. We also use questioning at the beginning and end of history, geography and science lessons to reinforce key knowledge.

In St. Clare's, learning builds seamlessly each year and children develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long term memory. Links are made between and across subjects, such as in Design and Technology, where children recall key knowledge from a previous history or geography topic to provide the context or purpose for their design.

In Reception, our curriculum subjects are pulled together through a common theme which supports children in linking their learning and fully immersing them in their learning experience. In KS1 and KS2, although we teach a subject driven curriculum, we use the strong links between subjects- where there is a common theme- to develop children's web of knowledge and enable joined up and purposeful learning.

All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required. A planning proforma is used to focus learning expectations and for teachers to map the sequence of learning, learning support assistant direction (if and where required), vocabulary development, risk assessment, assessment opportunities and resources required.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to ensuring that resources are adapted so that all pupils make progress against the objectives.

Planning

Teachers follow a clear planning structure for our wider curriculum. A yearly long term overview for each subject and year group is produced to ensure the correct National Curriculum coverage and to outline the key learning for each half term. Medium term planners and milestones documents accompany these long term overviews. They clearly show a child's learning journey from EYFS-Y6 and clear progression and 'building up' of learning/knowledge. The long term overviews for each year group can be found on the school website.

Key knowledge identified within the planning documents enables our teachers to structure learning to ensure that key learning is well taught and that the sequence of children's learning is carefully planned, in particular the quality of and acquisition of vocabulary. This key knowledge, as well as key vocabulary, is shared with pupils in the form of topic pages and referred to each lesson.

Thought is also given to the learning opportunities and how these meet the needs of our children. The subject driven curriculum will incorporate:

- The children's own ideas and questions
- How the learning will be introduced (an 'activate activity' that engages pupils in a 'wow' moment and/or draws on their knowledge from a previous related topic)
- Opportunities for visits or visitors to enhance learning
- A focused learning outcome at the end of the unit e.g. a presentation, dramatisation or production of an artefact
- How children's work will be presented e.g. within subject books book, artwork, recording through ICT, display

At our school, we recognise the vital role of oracy in children's overall development and future success. We are committed to embedding opportunities for all pupils to develop their speaking and listening skills across the curriculum. Teachers use activities like debate, role play, and storytelling to help pupils express their thoughts clearly and confidently. Regular 'talk partners' encourage structured dialogue, while circle time provides a safe space for all voices to be heard. We integrate oral presentations across subjects and use performance poetry to build fluency. Tailored support for children with additional language needs, including language-rich interventions, ensures that all pupils can participate meaningfully in discussions and articulate their ideas with confidence.

Time Allocation per Subject

Schools are free to decide how much time should be spent teaching each subject. English and maths are taught each day. History, Geography, DT, Art, Music and French are taught for 6 hours per term. Science, RE, PE, PSHE and Computing are taught weekly. RSE is taught once per term.

Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions. Star questions are

used as a teaching tool to help children to commit learning to long term memory by regularly revisiting key knowledge, both within a topic and at distance from it.

Learning Environment

Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. For each subject, there are specific displays in each classroom to aid learning such as phonic displays and a history timeline in each classroom. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement.

At St. Clare's we have a forest area. We have staff who are trained to deliver bespoke forest school sessions to pupils. These sessions take place termly for all pupils and allow children to develop outdoor skills and knowledge in a safe environment.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning. Formative assessments take many different forms and are reflected in a pupil's work and the feedback given (not every piece of work is marked in depth). Retrieval practice is embedded in the curriculum through the use of star questions (history, geography and science) and high challenge/low threat quizzes to demonstrate children's learning and identify any gaps which require addressing by teachers. Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law. Data is collected and analysed through INSIGHT. Assessments in the foundation subjects are made against the star questions, where applicable, and the end of unit assessment tasks. These tasks bring together the knowledge and skills taught throughout the unit. Teachers use these assessments to inform future planning and identify gaps in skills and knowledge to be addressed.

Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. For further information about assessment, as well as marking and feedback please refer to the marking and feedback and assessment policies.

Children's progress and attainment in each subject will be assessed by their teacher against the end of year expectations. Pupil progress is reported to parents at three points in the year, twice at face to face appointments where parents are invited to discuss their child's progress and in the Summer Term in the form of a written report.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into bespoke, well sequenced schemes of work. The subject leader also monitors their subject by looking through children's workbooks and speaking to children and staff to understand the strengths and areas for development in their subject.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that the St. Clare's values of faith, aspire and respect underpin the curriculum development.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documentation completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example, river fieldwork as a part of geography) the LA will be notified and permission sought as part of the risk assessment. For further guidance reference needs to be made to: the school's Health and Safety Policy; the school's Educational Visits Policy.

Inclusion and Adaptive teaching

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for adapted activities and scaffolded support. Our curriculum is inclusive and celebrates the progress made by all children through our motto: 'Let Our Light Shine'. Extra support and interventions/pre-teaching are provided for children as necessary and in line with our Policy for Inclusion, Special Education Needs and Disability (SEND). Our aim is for all children to learn the same curriculum. All children will know more and remember more.

Curriculum communication to parents

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year. Two parent consultation evenings where parents make an appointment to meet with their children's teachers and discuss their progress and written report in the Summer term.
- The school's website and class pages inform parents through the 'chatter' feed what has been happening in the wider curriculum.
- Teachers are also available at the start and end of each day for any necessary communications.
- School communications are sent out via Parentapps Connect providing details of specific events or inviting parents into school.

Home Learning

Home learning is given in line with our school policy in English and Maths. Wider curriculum work is set if a clear purpose and need is identified. The majority of home learning is given to the children in paper format, however some is accessible online such as through Reading

Plus, Purple Mash and TT Rockstars etc. Parents are clearly signposted to this by Class Teachers.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (Head Boy and Head Girl, School Councillors, Eco Councillors and Rights Respecting Ambassadors) We also have ambassadors in each subject area comprising of children from EYFS up to Year 6. These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the learning behaviours which we place so much importance on our children acquiring during their time at St. Clare's. It also fits very clearly with our motto: 'Let Our Light Shine'. By giving our children these opportunities, we are equipping them with life skills and ambition in order to pursue and achieve possibilities.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of our curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Accountability and responsibility

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the curriculum leader's reports, reports from subject leaders as identified by the school's development plan and Governor request, curriculum governor's information, as compiled through school visits, about quality of teaching and learning and the Headteacher's reports. We have named governors for the overall curriculum, English, Maths, Computing, EYFS and Special Needs. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects

Our Statement of SMSC

To promote British Values throughout school, staff and pupils are asked to exhibit them in their lives and subject leaders identify opportunities in their subjects where these values can be demonstrated. Through a mapped out PSHE provision we seek to address many of the specific needs of our community and respond to national trends in order to best equip our pupils with the skills and knowledge to keep themselves safe now and in the future. Issues such as Mental Health, Diet, Road Safety, Online Safety, Gangs, Islamophobia and the

dangers of Drugs & Alcohol are planned for in a variety of ways: through themed weeks; being incorporated into appropriate areas of the curriculum;

Through our varied curriculum our children will have...

- A sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- imagination and creativity in their learning.
- A willingness to reflect on their experiences.
- The ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- An understanding of the consequences of their actions.
- A willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- A willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.