



English Martyrs Catholic Primary School

*"where everyone is special"*



# P17: Curriculum Policy

## Mission Statement

With Christ at the heart of our Catholic community,  
our mission is to:

- ✘ nurture the potential in each individual,
- ✘ celebrate achievement,
- ✘ and develop an awareness of service  
to God and each other

**Adopted by the school: September 2017**

**Review: As needed**

## Curriculum at English Martyrs Catholic Primary School

### Introduction

At English Martyrs school we aim to provide a broad and balanced curriculum which 'hooks' children into their learning and makes it fun. We take great care to plan the curriculum to take into account the differing needs of pupils and work is matched to the child's capabilities and skills. The school curriculum is designed to implement all National Curriculum requirements, so in every class, children are taught the core subjects: English, Maths, Science and RE and the foundation subjects: History, Geography, Music, Art and Design, PE, Languages, Design and Technology and Computing.

At English Martyrs School for the core subjects we use the, 'Not As We know it' Targets which are a series of, 'I can Statements' which children are assessed against. The school use a combination of resources to deliver these curriculum subjects and themes.

All the core and non-core subjects (excluding RE) have adopted the Essential Characteristics and Learning Objectives from Chris Quigley Essentials Curriculum which are incorporated into the planning of the subject and into teaching. The subjects are taught through a variety of resources and schemes to achieve the best outcomes. Many of the subjects begin with a 'Sparkling Start' hook and finish with a 'Fabulous Finish'.

As RE is a core subject in a Catholic school we follow the Archdiocese of Birmingham, 'All that I Am' scheme in each year group, which has its own assessment procedures and planning formats.

The school has adapted the, 'Not as we know it' statements for the core subjects per year group. The school is also going to adopt the 'I Can' statements in line with the Warwickshire ICT scheme of work for schools over the next academic year (ICT, 'I can' statements to follow).

### Non-Core Subjects

For the non-core subjects we are following the Chris Quigley, 'Essentials Curriculum'. The Essentials meets and exceeds the standards in the new national curriculum. It provides progress measures for all subjects which sets out essentials:

- **Essential opportunities (coverage)** - This includes statutory content of the curriculum and more.
- **Essential Learning objectives** – It defines essential learning objectives in each subject. They are relatively few in number and therefore repeatable. This avoids a 'skimming' approach to teaching whereby many objectives are covered but not necessarily learned. Instead, the essential learning objectives may be repeated in a number of meaningful and exciting ways so that they are learned deeply.
- **Essentials for progress (Standards)** – This sets out the milestones for progress which are based on the new national curriculum programmes of study. For each essential learning objective, success criteria defines the milestones. The milestones are taken from the new National Curriculum as a reference point but in most subjects is far more ambitious. Progress is mapped out by using common learning objectives for all year groups. Each learning objectives has 3 milestones for progress.
  - **Milestone 1:** is the national expectation for the end of **year 2**
  - **Milestone 2:** Is the national expectation for the end of **year 4**
  - **Milestone 3:** Is the national expectation for the end of **year 6**

The milestones cover 2 years instead of one as it is believed that learning takes time and some children take longer than others to achieve. The focus is on the **DEPTH** of learning rather than just quantity. Milestones initially will be met to a basic level working towards a deep level as deep learning takes time. The milestones do meet all of the standards of the new curriculum.

In every subject there are support materials linking the curriculum to both Early Years and P scales to support pupils who are not ready for milestone 1. There are also materials for those working within the key stage 3 curriculums.

As a school we track progress to show that pupils are 'on track' to meet end of key stage expectations.

<b>Essential Learning Objectives</b>			
<b>Writing</b>			
<b>Composition</b>	<b>Transcription</b>	<b>Analysis and presentation</b>	
<ul style="list-style-type: none"> <li>▪ To write with purpose</li> <li>▪ To use imaginative description</li> <li>▪ To organise writing appropriately</li> <li>▪ To use paragraphs</li> <li>▪ To use sentences appropriately</li> </ul>	<ul style="list-style-type: none"> <li>▪ To present neatly</li> <li>▪ To spell correctly</li> <li>▪ To punctuate accurately</li> </ul>	<ul style="list-style-type: none"> <li>▪ To analyse writing</li> <li>▪ To present writing</li> </ul>	
<b>Reading</b>	<b>Communication</b>	<b>Mathematics</b>	
<ul style="list-style-type: none"> <li>▪ To read words accurately</li> <li>▪ To understand texts</li> </ul>	<ul style="list-style-type: none"> <li>▪ To listen carefully and understand</li> <li>▪ To speak with clarity</li> <li>▪ To hold conversations and debates</li> <li>▪ To develop a wide and interesting vocabulary</li> <li>▪ To tell stories with structure</li> </ul>	<ul style="list-style-type: none"> <li>▪ To know and use numbers</li> <li>▪ To add and subtract</li> <li>▪ To multiply and divide</li> <li>▪ To use fractions</li> <li>▪ To understand the properties of shapes</li> <li>▪ To describe position, direction and movement</li> <li>▪ To use measures</li> <li>▪ To use statistics</li> <li>▪ To use algebra</li> </ul>	
<b>Science</b>			
<b>Working Scientifically</b>	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
<ul style="list-style-type: none"> <li>▪ To work scientifically</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand plants</li> <li>▪ To understand animals and humans</li> <li>▪ To investigate living things</li> <li>▪ To understand evolution and inheritance</li> </ul>	<ul style="list-style-type: none"> <li>▪ To investigate materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ To understand movement, forces and magnets</li> <li>▪ To understand the Earth's movement in space</li> <li>▪ To investigate light and seeing</li> <li>▪ To investigate sound and hearing</li> <li>▪ To understand electrical circuits</li> </ul>
<b>Art and design</b>	<b>Computing</b>	<b>Design and technology</b>	
<ul style="list-style-type: none"> <li>▪ To develop ideas</li> <li>▪ To master techniques</li> <li>▪ To take inspiration from the greats</li> </ul>	<ul style="list-style-type: none"> <li>▪ To code</li> <li>▪ To connect</li> <li>▪ To communicate</li> <li>▪ To collect</li> </ul>	<ul style="list-style-type: none"> <li>▪ To master practical skills</li> <li>▪ To design, make, evaluate and improve</li> <li>▪ To take inspiration from design throughout history</li> </ul>	
<b>Geography</b>	<b>History</b>	<b>Languages</b>	
<ul style="list-style-type: none"> <li>▪ To investigate places</li> <li>▪ To investigate patterns</li> <li>▪ To communicate geographically</li> </ul>	<ul style="list-style-type: none"> <li>▪ To investigate and interpret the past</li> <li>▪ To build an overview of world history</li> <li>▪ To understand chronology</li> <li>▪ To communicate historically</li> </ul>	<ul style="list-style-type: none"> <li>▪ To read fluently</li> <li>▪ To write imaginatively</li> <li>▪ To speak confidently</li> <li>▪ To understand the culture of the countries in which the language is spoken</li> </ul>	
<b>Music</b>	<b>Physical Education</b>		
<ul style="list-style-type: none"> <li>▪ To perform</li> <li>▪ To compose</li> <li>▪ To transcribe</li> <li>▪ To describe music</li> </ul>	<ul style="list-style-type: none"> <li>▪ To develop practical skills in order to participate, compete and lead a healthy lifestyle.</li> </ul>		

## Subject Specific Essential Characteristics

Each subject area has a small number of characteristics specific to their subject which we would be expecting children to demonstrate, develop and think in the style of. There are clear progress criteria in all subjects.

<b>Writing:</b> Essential characteristics of writers
<ul style="list-style-type: none"> <li>• The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.</li> <li>• A vivid imagination which makes readers engage with and enjoy their writing.</li> <li>• A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.</li> <li>• Well-organised and structured writing, which includes a variety of sentence structures.</li> <li>• Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.</li> <li>• A love of writing and an appreciation of its educational, cultural and entertainment values.</li> </ul>
<b>Reading:</b> Essential characteristics of readers
<ul style="list-style-type: none"> <li>• Excellent phonic knowledge and skills.</li> <li>• Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.</li> <li>• Knowledge of an extensive and rich vocabulary.</li> <li>• An excellent comprehension of texts.</li> <li>• The motivation to read for both study and for pleasure.</li> <li>• Extensive knowledge through having read a rich and varied range of texts.</li> </ul>
<b>Communication:</b> Essential characteristics of excellent communicators
<ul style="list-style-type: none"> <li>• An exceptional talent for listening attentively so as to understand what is being said.</li> <li>• A rich and varied vocabulary that gives clarity and interest to conversations.</li> <li>• Clear speech that can be easily understood by a range of audiences.</li> <li>• An excellent grasp of the rules used in English conversations, such as tenses and the grammatical structure of sentences.</li> <li>• A highly developed ability to tell stories that capture the interest and imagination of the audience.</li> <li>• A delight in initiating and joining in conversations.</li> <li>• Respect for others when communicating, even when views differ.</li> </ul>
<b>Mathematics:</b> Essential characteristics of excellent mathematicians
<ul style="list-style-type: none"> <li>• An understanding of the important concepts and an ability to make connections within mathematics.</li> <li>• A broad range of skills in using and applying mathematics.</li> <li>• Fluent knowledge and recall of number facts and the number system.</li> <li>• The ability to show initiative in solving problems in a wide range of contexts, including the new or unusual.</li> <li>• The ability to think independently and to persevere when faced with challenges, showing a confidence of success.</li> <li>• The ability to embrace the value of learning from mistakes and false starts.</li> <li>• The ability to reason, generalise and make sense of solutions.</li> <li>• Fluency in performing written and mental calculations and mathematical techniques.</li> <li>• A wide range of mathematical vocabulary.</li> <li>• A commitment to and passion for the subject.</li> </ul>
<b>Science:</b> Essential characteristics of excellent scientists
<ul style="list-style-type: none"> <li>• The ability to think independently and raise questions about working scientifically and the knowledge and skills that it brings.</li> <li>• Confidence and competence in the full range of practical skills, taking the initiative in, for example, planning and carrying out scientific investigations.</li> <li>• Excellent scientific knowledge and understanding which is demonstrated in written and verbal explanations, solving challenging problems and reporting scientific findings.</li> <li>• High levels of originality, imagination or innovation in the application of skills.</li> <li>• The ability to undertake practical work in a variety of contexts, including fieldwork.</li> <li>• A passion for science and its application in past, present and future technologies.</li> </ul>
<b>Art:</b> Essential characteristics of artists
<ul style="list-style-type: none"> <li>• The ability to use visual language skilfully and convincingly (for example, line, shape, pattern, colour,</li> </ul>

texture, form) to express emotions, interpret observations, convey insights and accentuate their individuality.

- The ability to communicate fluently in visual and tactile form.
- The ability to draw confidently and adventurously from observation, memory and imagination.
- The ability to explore and invent marks, develop and deconstruct ideas and communicate perceptively and powerfully through purposeful drawing in 2D, 3D or digital media.
- An impressive knowledge and understanding of other artists, craftmakers and designers.
- The ability to think and act like creative practitioners by using their knowledge and understanding to inform, inspire and interpret ideas, observations and feelings.
- Independence, initiative and originality which they can use to develop their creativity.
- The ability to select and use materials, processes and techniques skilfully and inventively to realise intentions and capitalise on the unexpected.
- The ability to reflect on, analyse and critically evaluate their own work and that of others.
- A passion for and a commitment to the subject.

**Computing:** Essential characteristics of effective coders and users of technology)

- Competence in coding for a variety of practical and inventive purposes, including the application of ideas within other subjects.
- The ability to connect with others safely and respectfully, understanding the need to act within the law and with moral and ethical integrity.
- An understanding of the connected nature of devices.
- The ability to communicate ideas well by using applications and devices throughout the curriculum.
- The ability to collect, organise and manipulate data effectively.

**Design and Technology:** Essential characteristics of designers

- Significant levels of originality and the willingness to take creative risks to produce innovative ideas and prototypes.
- An excellent attitude to learning and independent working.
- The ability to use time efficiently and work constructively and productively with others.
- The ability to carry out thorough research, show initiative and ask questions to develop an exceptionally detailed knowledge of users' needs.
- The ability to act as responsible designers and makers, working ethically, using finite materials carefully and working safely.
- A thorough knowledge of which tools, equipment and materials to use to make their products.
- The ability to apply mathematical knowledge.
- The ability to manage risks exceptionally well to manufacture products safely and hygienically.
- A passion for the subject and knowledge of up-to-date technological innovations in materials, products and systems.

**Geography:** Essential characteristics of geographers

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**History:** Essential characteristics of historians

- An excellent knowledge and understanding of people, events and context from a range of historical periods and of historical concepts and processes.
- The ability to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past, formulating and refining questions and lines of enquiry.

- A passion for history and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.
- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgements.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

**Languages:** Essential characteristics of linguists

- The confidence to speak with good intonation and pronunciation.
- Fluency in reading.
- Fluency and imagination in writing.
- A strong awareness of the culture of the countries where the language is spoken.
- A passion for languages and a commitment to the subject.
- The ability to use language creatively and spontaneously.
- An independence in their studies and the ability to draw upon a wide range of resources.

**Music:** Essential characteristics of musicians

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance—the historical, social and cultural origins of music—contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

**Physical Education:** Essential characteristics of physically active pupils

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

## Assessment of students' progress without National Curriculum Level descriptors

### How well do students achieve: Meeting expectations?

In the National Curriculum there are only end of key stage expectations. There is no requirement to teach programmes of study in particular year groups. There are therefore, no expected year group standards. Expectations for teaching, should focus on both processes and outcomes. Meeting expectations involves two questions to be asked: Are students meeting the expectations stated within the school curriculum? And, 'How deep is students' understanding? At English Martyrs School it is a curriculum that has three expectations throughout the primary years called the milestones.

### Most important factor when judging progress within a milestone?

**Depth of learning** is the most important factor in judging progress within a milestone. There are three cognitive domains when **defining depth**- Basic, Advancing and Deep-in which students may be operating within each milestone.

Each of the domains involve an increasing level of cognitive challenge which is achieved by altering the types of activities students follow and through different teaching styles. To move through the cognitive domains it is necessary to consider the implications for teaching style and the types of activity presented to students.

**Expectations of depth** are that the majority of students will reach the 'advancing' cognitive domain by the end of the milestone. Very able students should reach the 'deep' cognitive domain.

In terms of National Curriculum expectations, the three cognitive domains may be seen as follows:

**Basic** – Working towards the national expectations

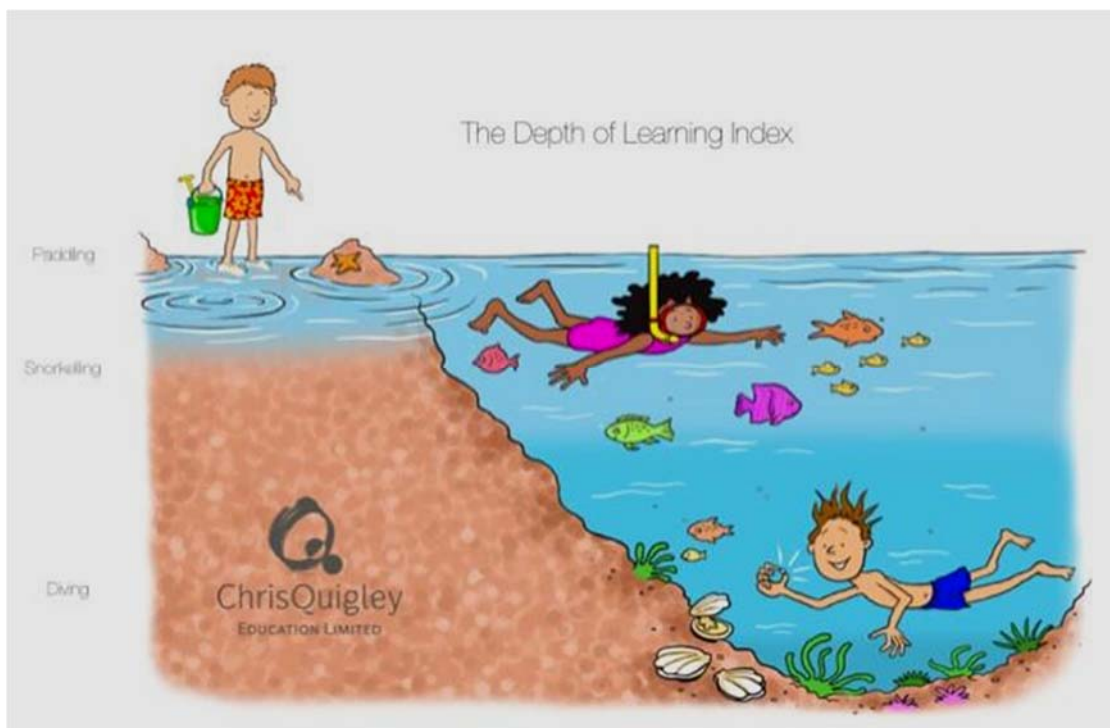
**Advancing** – Meeting the national expectations

**Deep**- Mastery of the national expectations

The B.A.D cognitive domains describe a pupil's level of understanding of areas of the curriculum. At the basic stage of understanding, pupils are mostly reliant on instructional teaching. At the advancing stage, learning is underpinned by making decisions and applying knowledge and skills to a range of different and diverse situations. At the deep stage, pupils show a high level of understanding by drawing upon their knowledge and skills and skilfully and creatively solving non-routine and often abstract problems.

The important thing about the BAD cognitive domains is that the content remains the same. The thing that changes is a pupil's depth of understanding.

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actually



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### Three cognitive domains: - Basic, Advancing and Deep

Depth of Learning	Cognitive Challenge	Predominant teaching style	Types of success criteria	Nature of Progress	Support	Quantity*	Typically, pupils will:
Basic	Low-level cognitive demand. Involves instructions	Modelling Explaining	Steps to success	Acquiring Refining	High	Some	Name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	Reminder to include	Applying Practising	Medium	Most	Apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep Questioning	Child generated	Deepening Extending	Low	All	Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

- Quantity judgements should be used when a large amount of knowledge needs to be learnt: for example, phonic knowledge and times tables.

### Tracking progress within a milestone using the Depth of Learning Index

Depth of Learning	Meaning	Depth of Learning Index
Basic 1	Isolated examples	1
Basic 2	Widespread examples	2
Advancing 1	Isolated examples	3
Advancing 2	Widespread examples	4
Deep 1	Isolated examples	5
Deep 2	Widespread examples	6