

ST. MARY'S CATHOLIC
PRIMARY SCHOOL

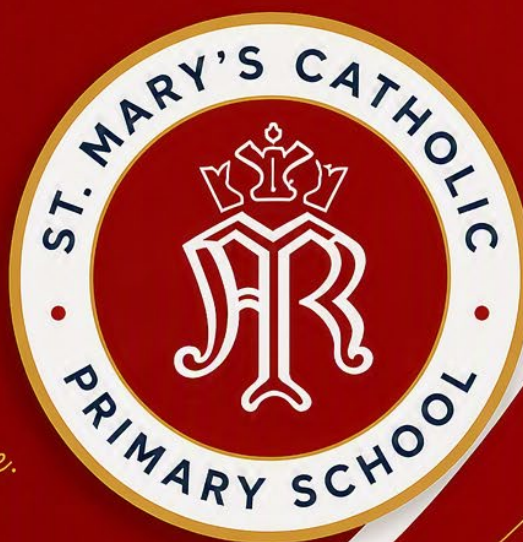


CURRICULUM INTENT, IMPLEMENTATION AND IMPACT

2026–2027

Rooted in faith.
Growing together.

Reaching for excellence.



The school vision is the mission statement;

St Mary's 'A place of educational excellence with Christ at its centre' A quote

from Pope Francis:

"Education cannot be neutral. It is either positive or negative; either it enriches or it impoverishes; either it enables a person to grow or it lessens, even corrupts him. The mission of schools is to develop a sense of truth, of what is good and beautiful. And this occurs through a rich path made up of many ingredients. This is why there are so many subjects — because development is the results of different elements that act together and stimulate intelligence, knowledge, the emotions, the body, and so on."

We will achieve this through the curriculum vision and the drivers that we have called...

At St Mary's Catholic Primary School, our curriculum is rooted in our mission to provide 'A place of educational excellence with Christ at its centre.' We believe that every child deserves an ambitious, knowledge-rich and inclusive curriculum that enables them to flourish academically, spiritually, socially and emotionally.

Our curriculum has been carefully designed to meet the needs of our pupils and community. It aims to develop confident, resilient and compassionate learners who are equipped with the knowledge, skills and values required to succeed in the next stage of their education and in modern society. Through our Catholic ethos, high expectations and carefully planned learning experiences, we nurture a lifelong love of learning and a commitment to serving others.

The curriculum is underpinned by our **Golden Threads**, which are woven throughout all subjects and year groups. These promote vocabulary development, reading, oracy, retrieval of knowledge, resilience, aspiration, inclusion, community and faith. They enable pupils to make meaningful connections across their learning and develop a deeper understanding of the world around them.

We are committed to ensuring that all pupils, including disadvantaged pupils, pupils with SEND and those facing barriers to learning, have full access to a broad, balanced and ambitious curriculum. Through adaptive teaching, effective support and high expectations, every child is supported to achieve their full potential.

Curriculum Principles

Our curriculum is:

- **Ambitious** – providing all pupils with the knowledge, skills and cultural capital they need to succeed in life.
- **Inclusive** – ensuring that barriers to learning are identified and removed so that every child can thrive.
- **Coherently sequenced** – building knowledge and skills progressively over time so that pupils know more, remember more and can do more.
- **Broad and balanced** – offering rich learning opportunities across all subjects of the National Curriculum.
- **Rooted in faith and values** – promoting the Gospel values and developing pupils as responsible citizens who contribute positively to their communities.

- **Responsive to our context** – reflecting the needs, interests and experiences of our pupils while preparing them for life beyond St Mary's.
- **Focused on personal development and wellbeing** – supporting pupils to become confident, resilient and independent learners.

Our Vision for Learning

Through our curriculum, pupils will:

- Develop secure knowledge and understanding across all curriculum subjects.
- Read widely, confidently and for pleasure.
- Communicate effectively through high-quality speaking, listening and writing opportunities.
- Think critically, ask questions and solve problems independently.
- Develop resilience, confidence and positive attitudes towards learning.
- Respect diversity and demonstrate compassion, tolerance and understanding.
- Grow as active members of the school, parish and wider community.
- Be fully prepared for the next stage of their education and future life opportunities.

These Golden threads are also linked to the schools golden rules which runs through our behavior policy: *Show Respect, Follow instructions straight away and Always do your best.*

Golden Threads and Their Contribution to School Improvement

Resilience

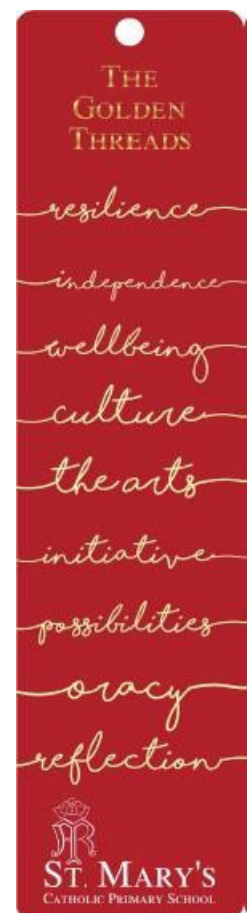
Pupils develop the confidence and perseverance to overcome challenges, learn from mistakes and respond positively to setbacks. Through resilience, children build positive attitudes to learning, strong behaviour for learning and the determination needed to achieve their potential. This supports pupils' personal development, wellbeing and achievement.

Independence

Pupils are encouraged to take responsibility for their learning, demonstrate self-regulation and make informed decisions. They develop the skills and confidence needed to become motivated, self-directed learners who are prepared for future stages of education and life. This contributes to achievement, curriculum success and personal development.

Wellbeing

Pupils develop an understanding of how to maintain positive physical, emotional, mental and spiritual wellbeing. They learn strategies to manage challenges, build healthy relationships and flourish as confident individuals. This directly supports Ofsted's increased focus on wellbeing and removing barriers to learning.



Curriculum Threads

Culture

Pupils gain a deep understanding of the diverse world in which they live. Through learning about different cultures, beliefs, communities and experiences, children develop respect, empathy and a strong sense of belonging. This strengthens inclusion, prepares pupils for life in modern Britain and broadens their understanding of the wider world.

The Arts

Through art, music, drama and creative experiences, pupils develop imagination, self-expression and cultural awareness. Opportunities to perform, create and appreciate artistic work enrich the curriculum, support wellbeing and foster confidence and creativity.

Initiative

Pupils are encouraged to demonstrate leadership, responsibility and a willingness to embrace opportunities. They develop confidence in problem-solving, collaborative learning and contributing positively to school life and the wider community. This supports personal development and leadership opportunities for pupils.

Possibilities and Aspirations

Pupils are inspired to believe in their potential and have high aspirations for their future. They learn that effort, determination and faith can help them achieve their goals and make a positive contribution to society. This helps prepare pupils for their next stage of education and future success.

Oracy

Pupils develop the confidence and competence to communicate effectively, listen actively and express their ideas with clarity and purpose. Through discussion, debate and presentation opportunities, children learn to use rich vocabulary and articulate their thinking across the curriculum. This supports achievement, inclusion and curriculum development.

Reflection

Pupils are encouraged to think deeply about their learning, values and experiences. They make connections between prior and new learning, evaluate their progress and identify next steps for improvement. Reflection promotes metacognition, personal growth and a lifelong love of learning.

Our Golden Threads underpin all aspects of school life and curriculum provision. They are intentionally woven through every subject and phase to support the school's mission, strengthen inclusion, develop personal wellbeing, raise achievement and prepare pupils for future success. Through these threads, pupils develop the knowledge, skills, attitudes and values needed to flourish academically, socially, spiritually and emotionally while contributing positively to their communities.

Implementation

Delivery

At St Mary's Catholic Primary School, we believe that literacy is the foundation of learning and one of the most important skills that children can develop during their primary education. We are committed to ensuring that every child leaves our school as a confident reader, writer, speaker and listener, equipped with the knowledge, skills and vocabulary required for lifelong learning.

We recognise that strong literacy skills underpin success across the curriculum and enable pupils to access the wider world. Through a rich and knowledge-rich English curriculum, pupils develop the ability to communicate effectively, think critically, express themselves creatively and participate confidently in society.

Our English curriculum promotes a love of reading, an appreciation of high-quality literature and the development of ambitious vocabulary. Through carefully planned learning experiences, pupils are encouraged to become articulate communicators, reflective learners and enthusiastic readers and writers.

We provide a language-rich environment where speaking and listening, reading and writing are fully integrated and where high-quality texts inspire learning across the curriculum.

Aims

By the End of Year 6, We Aim for All Pupils to:

- Read fluently, accurately and with confidence across a wide range of texts.
- Develop a lifelong love of reading and read widely for both pleasure and purpose.
- Demonstrate secure comprehension skills by retrieving, interpreting, analysing and evaluating information from a variety of texts.
- Write effectively and independently for a range of audiences, purposes and contexts.
- Apply spelling, grammar, punctuation and handwriting skills accurately and consistently.
- Use ambitious vocabulary to communicate ideas clearly and precisely in both spoken and written forms.
- Speak confidently, listen attentively and engage respectfully in discussion, debate and collaborative learning.
- Articulate opinions, justify their thinking and respond thoughtfully to the views of others.
- Plan, draft, edit and improve their work independently, demonstrating pride in presentation and high standards.
- Think critically, solve problems creatively and apply learning across different subjects and real-life situations.
- Develop resilience, perseverance and determination when faced with challenges.
- Show independence, self-regulation and responsibility for their learning and behaviour.
- Demonstrate curiosity, creativity and imagination through reading, writing and wider curriculum experiences.
- Appreciate literature from a range of authors, cultures and traditions and understand the role reading plays in broadening knowledge and understanding of the world.
- Develop confidence, self-belief and positive attitudes towards learning.
- Show respect, empathy and kindness towards others, reflecting the values of the Catholic faith and the school's mission.

- Understand how to maintain positive physical, emotional and mental wellbeing.
- Be prepared academically, socially, emotionally and spiritually for a successful transition to Key Stage 3.
- Leave St Mary's as confident, articulate, resilient and compassionate young people, equipped with the knowledge, skills and values needed to flourish in modern Britain and contribute positively to society.

Impact Statement

As a result of our English curriculum, pupils will know more, remember more and be able to do more. They will become confident readers, effective communicators and skilled writers who can apply their literacy skills across the curriculum and beyond. Pupils will leave St Mary's well prepared for the next stage of their education, with high aspirations, strong personal qualities and a lifelong appreciation of language, literature and learning.

At St Mary's We:

- Deliver daily reading opportunities across all year groups.
- Promote reading for pleasure through carefully chosen high-quality texts.
- Provide opportunities for pupils to develop oracy and communication skills across the curriculum.
- Encourage purposeful writing in a range of subjects and contexts.
- Use drama, role play and discussion to enhance language development.
- Deliver systematic synthetic phonics through the Read Write Inc. programme.
- Provide targeted interventions for pupils who require additional support.
- Create meaningful opportunities for pupils to write for authentic audiences and purposes.
- Foster a culture where literacy is valued and celebrated throughout the school community.

Teaching and Learning

Teaching, Learning and Inclusion

The National Curriculum provides the foundation for teaching and learning in English at St Mary's Catholic Primary School. Our curriculum is carefully sequenced to enable pupils to build secure knowledge, skills and understanding over time, ensuring they are well prepared for the next stage of their education and future learning.

In line with our inclusive ethos, we maintain ambitious expectations for all pupils and believe that every child can achieve success. Leaders and teachers are committed to identifying and removing barriers to learning so that all pupils, including those with SEND, disadvantaged pupils and those who may face additional challenges, can access, participate in and achieve within the full English curriculum.

Learning is designed to be inclusive, engaging and appropriately challenging. Teachers use adaptive teaching approaches to respond to pupils' strengths and needs whilst maintaining high expectations and ensuring access to ambitious curriculum content. Support is carefully tailored without narrowing the curriculum or limiting opportunities for achievement.

Teachers utilise a range of evidence-informed approaches including:

- Explicit instruction
- Teacher modelling and worked examples

- Shared, guided and independent practice
- High-quality questioning
- Structured discussion and purposeful talk
- Vocabulary-rich teaching
- Retrieval practice and recall activities
- Scaffolding and adaptive teaching strategies
- Opportunities for independent application
- Feedback, reflection and self-assessment

Assessment is used effectively to identify misconceptions, inform future teaching and support pupils in knowing more, remembering more and applying their learning with increasing confidence and independence. Regular assessment enables teachers to monitor progress, identify barriers and provide timely support where required.

Additional adults work in partnership with class teachers to deliver targeted interventions, scaffold learning and promote independence. Support is carefully planned to ensure pupils remain fully included within classroom learning and make strong progress from their individual starting points.

Through high-quality teaching, effective support and an unwavering commitment to inclusion, we aim to ensure that every pupil develops the knowledge, skills, confidence and aspirations needed to thrive both within school and beyond.

Oracy: Speaking and Listening

Oracy is a key component of our curriculum and is embedded across all subject areas.

Pupils are explicitly taught to communicate effectively through discussion, debate, performance, storytelling and presentation opportunities. Structured talk enables children to develop confidence, deepen understanding and articulate their learning using increasingly sophisticated vocabulary.

Throughout the school, pupils are encouraged to:

- Listen attentively and respectfully to others.
- Build upon the ideas and opinions of their peers.
- Express themselves clearly and confidently.
- Use subject-specific vocabulary accurately.
- Participate in discussions, debates and presentations.
- Justify opinions using evidence and reasoning.
- Develop confidence when speaking to different audiences.

Teachers create supportive learning environments where all pupils feel valued, respected and confident in sharing their ideas.

Reading

Reading is at the heart of our curriculum and is recognised as the key that unlocks learning across all areas of school life. We are committed to developing confident, fluent and enthusiastic readers who read for both pleasure and purpose.

Early Reading and Phonics

Children in Reception and Key Stage One learn to read through the Read Write Inc. systematic synthetic phonics programme. This structured approach ensures that pupils develop secure phonological knowledge, decoding skills and reading fluency. Reading books are carefully matched to pupils' phonics knowledge, enabling children to experience success and develop confidence as readers.

Pupils who require additional support continue to access targeted intervention through Read Write Inc. or Fresh Start, ensuring that all children receive the support they need to become proficient readers.

Children are read to daily and are exposed to a rich range of high-quality texts that promote vocabulary development, language acquisition, comprehension and reading for pleasure.

Key Stage Two Reading

In Key Stage Two, reading is taught through a combination of daily reading opportunities and a dedicated weekly whole-class reading session.

Each Friday, pupils participate in a whole-class guided reading lesson based on a carefully selected high-quality text. Texts are studied in depth over an extended period to promote reading stamina, comprehension and a love of literature. Examples of class texts include:

- *Wonder* by R.J. Palacio
- *Stig of the Dump* by Clive King
- *Kensuke's Kingdom* by Michael Morpurgo
- *The Iron Man* by Ted Hughes

These rich and challenging texts have been carefully chosen to broaden pupils' experiences, develop cultural capital and expose children to ambitious language, important themes and diverse perspectives.

Through whole-class reading lessons, pupils develop the ability to:

- Retrieve information accurately from texts.
- Make inferences and justify their thinking using evidence.
- Predict outcomes and explain their reasoning.
- Summarise key events, ideas and themes.
- Explore authorial intent and purpose.
- Analyse vocabulary and language choices.
- Compare characters, themes and texts.
- Evaluate and discuss texts critically.
- Develop fluency, expression and reading confidence.

Pupils complete a range of written and oral comprehension activities linked directly to the class text, enabling them to deepen their understanding and apply key reading skills. Structured discussion, questioning and oracy opportunities support pupils in articulating ideas, justifying opinions and extending vocabulary.

Teachers use ongoing formative assessment, discussion and pupil responses to identify misconceptions and inform next steps in teaching. Reading leaders monitor provision through pupil voice, book scrutiny, learning walks and assessment outcomes to ensure consistency and high standards across the school.

Reading Beyond the Classroom

Children are encouraged to read widely and regularly both at school and at home. Reading for pleasure is actively promoted through classroom reading areas, library provision, author studies, storytelling opportunities and high-quality class texts.

Reading Challenge

At St. Mary's Catholic Primary School, we foster a love of reading through our whole-school Reading Challenge. Each pupil receives a reading passport within their school planner, which encourages regular reading at home. Every time a child reads at home, they colour in a box in their passport to record their achievement.

Once pupils have completed 50 reads, they are awarded an Author Certificate, recognising their commitment to reading and celebrating their success. Pupils can continue to work towards further reading milestones throughout the year, inspired by a range of well-known authors.

At the end of each term, all pupils who have earned a certificate are invited to take part in a special Reading Reward Event. These exciting experiences celebrate reading achievements, motivate pupils to read regularly, and help to create a positive reading culture across the school.

Impact:

- Encourages regular reading habits at home.
- Strengthens the partnership between school and families.
- Develops reading fluency, comprehension and stamina.
- Increases pupil engagement, motivation and enjoyment of reading.
- Celebrates achievement and promotes a culture where reading is valued and enjoyed by all.

Strong partnerships with families help to foster positive reading habits and support children in becoming lifelong readers who enjoy literature and understand the value of reading as a tool for learning, personal development and future success.

As a result of our reading curriculum, pupils will:

- Read fluently, accurately and with increasing confidence.
- Develop strong comprehension skills and a rich vocabulary.
- Discuss and analyse texts using appropriate subject-specific language.
- Demonstrate a love of reading and choose to read independently for pleasure.
- Develop cultural awareness and empathy through exposure to high-quality literature.
- Become confident communicators who can articulate ideas clearly and thoughtfully.
- Be well prepared for the reading demands of Key Stage 3 and future learning.
- Leave St Mary's as enthusiastic, capable and reflective readers who are equipped to thrive both academically and personally.

Writing

Writing is taught through engaging, purposeful and high-quality learning experiences that enable all pupils to develop as confident, effective communicators. Through carefully sequenced learning, pupils acquire the knowledge, vocabulary and skills needed to write successfully across the curriculum and for a range of audiences and purposes.

Hamilton English and Future Transition to White Rose English

At present, our school uses the Hamilton English Scheme to support the teaching of English across the primary phase. Hamilton provides a comprehensive and well-structured curriculum that covers all aspects of the National Curriculum for English, including reading, writing, spelling, punctuation and grammar (SPaG), speaking and listening, and vocabulary development. Lessons are built around high-quality texts and engaging topics, allowing pupils to develop their literacy skills within meaningful contexts. Hamilton also provides clear progression between year groups, ensuring that knowledge and skills are systematically revisited and developed over time.

A key strength of the Hamilton approach is its emphasis on literature-rich learning. Pupils experience a range of fiction, non-fiction and poetry genres, while teachers benefit from detailed planning, high-quality resources and assessment opportunities that help reduce workload while maintaining consistency across the school. Hamilton's scheme is fully aligned with the National Curriculum and supports both single-age and mixed-age classes.

Looking ahead, the school intends to transition to White Rose English when the programme is released for schools in 2027/28. This move reflects our commitment to maintaining a coherent curriculum approach across the school. White Rose Education is already the foundation of our teaching in Mathematics and Science, where its mastery-based approach, carefully sequenced learning and high-quality resources have had a positive impact on teaching and learning.

By adopting White Rose English, we aim to create greater consistency in curriculum design, pedagogy and assessment across core subjects. As a recognised White Rose school, we value the organisation's focus on building secure knowledge through small steps, inclusive teaching approaches and clear progression for all learners. The introduction of White Rose English will allow us to align our English provision with the same educational principles already embedded within our mathematics and science curricula.

The transition will be carefully planned throughout 2027/28 to ensure staff receive appropriate training and support. During this period, Hamilton English will continue to provide a strong foundation while leaders evaluate and implement the new White Rose materials. Our priority will remain delivering a high-quality English education that develops confident readers, skilled writers and articulate communicators, while ensuring continuity and progression for every pupil.

Ultimately, becoming a fully integrated White Rose school across English, Mathematics and Science will strengthen curriculum coherence, support teacher effectiveness and provide pupils with a consistent and well-sequenced learning experience throughout their primary education.

Pupils are taught to:

- Write clearly and effectively for a range of audiences and purposes.
- Develop and communicate ideas creatively and coherently.

- Use ambitious vocabulary and precise language choices.
- Apply grammar, punctuation and spelling accurately.
- Organise and structure writing effectively.
- Edit, improve and refine their work independently using Purple Pen responses.
- Write with increasing fluency, stamina and independence.
- Draw upon reading experiences and curriculum knowledge to enrich their writing.
- Reflect on feedback and use it to improve outcomes.

Children experience a broad range of fiction, non-fiction and poetry genres throughout their time at St Mary's, enabling them to develop both literary knowledge and cultural understanding.

Writing in the Early Years Foundation Stage

In Reception, children begin their reading and writing journey through the Read Write Inc. phonics programme, alongside a language-rich Early Years curriculum that promotes communication, literacy and personal development.

Writing develops through high-quality interactions, purposeful play, storytelling, shared reading and carefully planned adult-led learning. Children are encouraged to see themselves as writers from the earliest stages, developing confidence in expressing their ideas, thoughts and experiences.

Through direct teaching and continuous provision, children learn to:

- Develop strong foundations in communication and language.
- Recognise and write taught phonemes and graphemes.
- Blend and segment sounds to read and write simple words.
- Form letters correctly using appropriate pencil control.
- Compose and record simple phrases and sentences.
- Develop confidence in mark-making as an early stage of writing.
- Communicate ideas, experiences and stories through spoken and written language.
- Build vocabulary through high-quality texts, conversation and play.

Writing opportunities are embedded throughout both indoor and outdoor provision, ensuring children can apply and practise their learning independently in meaningful contexts.

Adults model language, vocabulary and sentence structures explicitly, helping children develop the communication skills that underpin future success in reading and writing.

Grammar

Grammar is taught explicitly and purposefully within both reading and writing lessons. Pupils develop an increasingly secure understanding of grammatical structures and language choices as they progress through the school.

Teachers provide clear explanations, explicit modelling and opportunities for guided practice before pupils apply their learning independently.

Children are taught to:

- *Understand how language works.*
- *Construct sentences with increasing accuracy and complexity.*
- *Use punctuation effectively to support meaning.*
- *Develop awareness of audience and purpose.*
- *Make purposeful language choices to create impact.*
- *Apply grammatical knowledge within their independent writing.*

Grammar is taught as a tool to strengthen communication, enabling pupils to write with increasing confidence, accuracy and sophistication.

Spelling and Vocabulary Development

Spelling is taught systematically through Read Write Inc., dedicated spelling lessons and regular opportunities for application across the curriculum. The Purple Mash spelling programme is used from Year 1–6 providing spelling lists weekly and practice opportunities online and on a printed sheet.

Children develop secure knowledge of:

- *Phonic patterns and conventions.*
- *Common exception words.*
- *Word families and morphology.*
- *Etymology and word origins.*
- *Age-related spelling rules and conventions.*

Vocabulary development is a priority across the curriculum and is supported through reading, discussion, explicit vocabulary instruction and rich classroom talk.

Pupils are encouraged to:

- *Explore ambitious and subject-specific vocabulary.*
- *Understand the meaning and purpose of new words.*
- *Apply newly acquired vocabulary in speaking and writing.*
- *Make links between vocabulary across different curriculum areas.*
- *Use precise language to communicate effectively.*

Through a vocabulary-rich curriculum, pupils develop the language and knowledge needed to access learning, express themselves confidently and achieve success across all areas of the curriculum.

Intended Impact

As a result of the writing curriculum at St Mary's, pupils will:

- *Write confidently and effectively for a range of audiences and purposes.*
- *Apply grammar, punctuation and spelling accurately and independently.*
- *Draw upon a rich and ambitious vocabulary.*

- Communicate ideas clearly through spoken and written language.
- Develop resilience, creativity and independence as writers.
- Use feedback effectively to improve their work.
- Produce high-quality writing across the curriculum.
- Be well prepared for the demands of Key Stage 3 and future learning.
- Leave St Mary's as articulate, confident and capable communicators who are ready for the next stage of their educational journey.

Handwriting

Handwriting is taught progressively to enable pupils to develop fluent, legible and efficient handwriting. Teachers consistently model the school's cursive handwriting style and provide regular opportunities for practice and application. The Oxford Owl Nelson Handwriting programme supports the development of fine motor skills, letter formation, presentation and writing fluency. Pupils are encouraged to apply high standards of presentation across all curriculum areas.

Assessment

Assessment is an integral part of effective teaching and learning.

Assessment information is used to:

- Monitor progress and attainment.
- Identify misconceptions.
- Inform planning and next steps.
- Provide appropriate support and challenge.
- Evaluate curriculum effectiveness.

Assessment includes:

- Daily formative assessment.
- Observation and discussion.
- Pupil self-assessment and reflection.
- Entrance and Exit Tickets- Foundation subjects
- End of Unit Quiz- Science and Foundation Subjects
- Pre unit assessments and end of unit assessments in Maths.
- Vernon and Salford for children on the SEND register
- Termly assessment activities.
- PIRA/PUMA assessments.
- Phonics assessments.
- Teacher assessment.

Assessment focuses on helping pupils know more, remember more and apply learning effectively across the curriculum.

Early Years Foundation Stage (EYFS)

At St Mary's Catholic Primary School, the Early Years Foundation Stage provides the foundations for future learning, ensuring that every child develops the knowledge, skills and attitudes needed to flourish both academically and personally.

Communication and language are central to our Early Years curriculum and underpin all areas of learning. Through high-quality interactions, purposeful play, storytelling, exploration and carefully planned adult-led experiences, children develop strong speaking, listening, vocabulary, reading and writing skills.

Our provision is designed to support children in becoming confident, curious and independent learners. Learning opportunities promote the development of the Characteristics of Effective Learning, encouraging children to:

Play and explore with confidence and curiosity.

Actively engage in learning and persevere when faced with challenge.

Create and think critically, making links in their learning and developing problem-solving skills.

Assessment is ongoing and informed by observation, interaction and evidence gathered through children's independent and adult-directed learning. Practitioners use assessment to identify next steps, adapt provision and ensure that every child makes strong progress from their individual starting points.

Progress is measured against the Early Learning Goals, with a particular focus on:

- Communication and Language*
- Personal, Social and Emotional Development*
- Physical Development*
- Literacy*
- Mathematics*
- Understanding the World*
- Expressive Arts and Design*

Our curriculum ensures that children develop the knowledge, vocabulary, independence and confidence needed to achieve a Good Level of Development and make a successful transition into Key Stage One.

Through a nurturing, inclusive and language-rich environment, children leave Reception as enthusiastic learners who are well-prepared for the next stage of their education and equipped with the foundations for lifelong learning.

Inclusion and Equal Opportunities

At St Mary's Catholic Primary School, inclusion is at the heart of our mission and curriculum. We are committed to ensuring that every pupil, regardless of background, starting point, need or circumstance, is fully included, valued and supported to achieve their potential.

We maintain high expectations for all pupils and are ambitious for every learner. Through high-quality adaptive teaching, carefully targeted support and effective partnership working, we identify and remove barriers to learning, participation and achievement.

Our inclusive approach is underpinned by:

- High expectations and ambition for all pupils.
- Quality First Teaching and adaptive classroom practice.
- Early identification of additional needs through ongoing assessment and monitoring.
- Robust SEND identification and graduated support processes.
- Use of SEND Ranges to inform classroom provision and curriculum access.
- Individual Pupil Profiles, One Page Profiles and personalised targets.
- Targeted interventions informed by assessment and pupil need.
- Provision mapping to monitor the effectiveness and impact of support.
- Regular use of standardised assessments to measure progress and identify next steps.
- Effective support for disadvantaged pupils and pupils with SEND.
- Access to specialist services including Speech and Language Therapy, Occupational Therapy, Educational Psychology, Mental Health Support Teams and Inclusion Support Services.
- Promotion of pupil wellbeing, emotional resilience and positive mental health.
- Culturally diverse texts, experiences and learning opportunities that reflect modern Britain and the wider world.
- Strong partnerships with parents, carers, governors and external agencies.

We recognise that inclusion extends beyond academic achievement. We are committed to ensuring that all pupils develop confidence, independence, resilience and a sense of belonging within our school community. Through effective pastoral support, targeted wellbeing provision and positive relationships, pupils are supported to thrive both academically and personally.

Leaders regularly monitor the progress, attainment, attendance, wellbeing and participation of vulnerable groups to ensure that support is effective and that outcomes continue to improve for all pupils. Evidence from pupil voice, assessment information, external professionals and monitoring activities demonstrates that pupils with SEND are well supported, make good progress from their individual starting points and access a broad and ambitious curriculum alongside their peers.

We celebrate diversity and promote dignity, respect and equality in all aspects of school life, ensuring that every child is known, valued and empowered to flourish.

Parent Partnership

We recognise that parents and carers are children's first educators and play a crucial role in developing literacy skills.

We work closely with families through:

- Reading at home initiatives.
- Parent consultations.
- Curriculum information.
- Reading workshops and phonics information sessions.
- Home-school communication.
- Sharing progress and next steps.

Parents are actively encouraged to read regularly with their children and support the development of a lifelong

love of reading. Through our strong partnership between home and school, we ensure that every child is supported to become a successful and confident reader, writer and communicator.

Assessment/Impact

At St Mary's Catholic Primary School, assessment is an integral part of teaching and learning. The purpose of assessment is to support pupil achievement, inform teaching and enable all children to make strong progress from their individual starting points.

We believe that effective assessment helps pupils know more, remember more and apply their learning with increasing confidence and independence. Assessment provides teachers with a clear understanding of pupils' strengths, achievements and next steps, enabling learning to be carefully adapted to meet need whilst maintaining ambitious expectations for all.

Assessment is used to:

- Monitor progress and achievement over time.
- Identify strengths, misconceptions and barriers to learning.
- Inform future planning and curriculum delivery.
- Support pupils in understanding how to improve.
- Ensure all pupils, including disadvantaged pupils and those with SEND, achieve success.
- Evaluate the effectiveness of teaching, learning and curriculum provision.
- Communicate progress clearly with pupils, parents, governors and external agencies.

Through a combination of formative and summative assessment, teachers gather evidence of what pupils know, understand and can do independently and consistently.

Early Years Assessment

Assessment begins from the moment children join Reception and forms an ongoing part of daily practice.

In the Early Years Foundation Stage, assessment is used to understand children's interests, identify next steps and ensure that learning opportunities meet the needs of every child. Assessment is informed by the principles of the EYFS Framework and focuses on children's progress across all areas of learning and development.

Evidence is gathered through:

- High-quality observations.
- Adult-led and child-initiated learning.
- Interactions and discussions with children.
- Learning journeys.
- Samples of children's work.
- Parent contributions.
- Assessment records on Tapestry.

Throughout the year, practitioners monitor children's progress towards the Early Learning Goals and use assessment information to adapt provision, plan learning opportunities and provide appropriate support and challenge.

During the first term of Reception, baseline assessment information is gathered to establish children's starting points and inform future learning. This supports staff in understanding children's strengths, needs and areas for development as they begin their educational journey.

EYFS Summative Assessment

Children's progress is reviewed regularly throughout the year and discussed through pupil progress meetings with senior leaders.

At the end of Reception, teachers complete the statutory EYFS Profile assessment using evidence gathered throughout the year. Children are assessed against the Early Learning Goals and identified as either:

- Emerging
- Expected

Assessment outcomes provide an overview of children's attainment at the end of the Early Years Foundation Stage and support effective transition into Key Stage One.

Particular attention is given to children's development in:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The school also monitors children's achievement of a Good Level of Development (GLD) to evaluate outcomes and ensure pupils are prepared for the next stage of learning.

Transition

Effective transition is essential in ensuring children feel safe, confident and ready to learn.

Strong partnerships with nurseries, pre-schools and families enable staff to develop a clear understanding of each child's needs before they start school. Reception staff work closely with previous settings and parents to gather information that supports a smooth and successful transition.

Children are welcomed through induction visits, transition activities and opportunities to become familiar with

staff, routines and the learning environment.

Throughout the school, transition between year groups is carefully planned. Teachers share assessment information, pastoral information and learning needs to ensure continuity and progression. This enables all staff to have a comprehensive understanding of pupils' strengths, achievements and next steps.

Additional transition arrangements are provided for pupils who may require extra support, including pupils with SEND and vulnerable learners.

Parents as Partners

We recognise that parents and carers are a child's first educators and play a vital role in supporting learning and development.

We value strong partnerships with families and encourage regular communication between home and school.

Parents are actively involved in their child's learning journey through:

- Termly parent consultation meetings.
- Curriculum information sessions.
- Phonics and reading workshops.
- Learning journals and Tapestry.
- Parent questionnaires and feedback opportunities.
- Informal discussions with staff.
- Celebration of achievements at home and school.

Parents are encouraged to contribute to their child's learning through home reading, curriculum activities and the sharing of achievements and experiences from outside school.

Working together enables us to provide the best possible outcomes for every child.

Assessment and Tracking in Key Stage One and Key Stage Two

Assessment across Key Stage One and Key Stage Two is designed to monitor curriculum progress, identify next steps and ensure pupils achieve age-related expectations and fulfil their potential.

A range of assessment information is used, including:

- Daily formative assessment.
- Retrieval activities and low-stakes quizzing.
- Pupil discussions and questioning.
- Curriculum-based assessments.
- Teacher assessment.
- NFER, PIRA and PUMA assessments.
- Read Write Inc. and Fresh Start assessments.

- Phonics Screening Check (Year 1).
- Multiplication Tables Check (Year 4).
- End of Key Stage statutory assessments where applicable.
- SEND assessments including Salford Reading, Vernon Spelling, PhAB and specialist assessments where required.

Assessment information is analysed regularly to identify trends, celebrate successes and support pupils who may require additional challenge or intervention.

Pupil progress meetings take place throughout the year to ensure that attainment, progress, attendance, wellbeing and inclusion are carefully monitored.

Reporting

Reporting is an important part of our partnership with parents, governors and the wider school community. It provides clear information about pupil attainment, progress and personal development while supporting future improvement.

Reporting to Parents

Parents receive regular information about their child's progress through:

- Termly parent consultation meetings.
- Interim progress updates.
- Annual written reports.
- Statutory assessment outcomes where applicable.
- SEND review meetings and pupil profile reviews where appropriate.

Information shared with parents highlights strengths, achievements and next steps for learning.

Reporting to Governors

Governors receive regular updates through:

- Headteacher reports.
- Subject leader reports.
- Assessment and attainment reports.
- SEND and inclusion reports.
- School improvement monitoring activities.

This enables governors to provide effective support and challenge and monitor the impact of school improvement priorities.

- Pupil Involvement

Pupils play an active role in the assessment process.

Through formative assessment strategies, children receive regular feedback which helps them understand what they have achieved and what they need to do next.

Our marking and feedback approaches encourage pupils to:

- *Reflect on their learning.*
- *Respond to teacher feedback.*
- *Improve and refine their work using Purple Pen responses.*
- *Self-assess against success criteria.*
- *Identify next steps and personal targets.*
- *Develop increasing independence as learners.*

This approach promotes responsibility, resilience and a growth mindset.

Statutory Assessment and Reporting

The school fulfils all statutory assessment and reporting requirements set by the Department for Education and Local Authority.

Relevant assessment information is submitted in accordance with national guidance and contributes to the school's evaluation of pupil achievement, curriculum effectiveness and school improvement priorities.

Annual Reports

At the end of each academic year, parents receive a comprehensive written report outlining:

- *Academic attainment and progress.*
- *Achievement against year-group expectations.*
- *Personal development and attitudes to learning.*
- *Strengths and areas for development.*
- *Curriculum achievements.*
- *Attendance and behaviour, where appropriate.*
- *Next steps for learning.*

Annual reports provide a holistic view of each child's development and celebrate their achievements across all aspects of school life.

End of year Reports for SEN pupils include progress towards their SEN targets, this is completed by the SENDCO and this includes a SENDCO comment.

Annual reports contain details of how parents can arrange a discussion about the report with their child's teacher.

The school tracking and assessment grids

Teachers at St. Mary's use the school tracking and assessment grids to track pupil progress throughout the year. Teachers highlight the tracking grid statements termly to show progress achieved by each pupil

Assessment levels (in line with the National Curriculum):

- **Below** (tracking grid used should reflect year group targets that child is working on so that we can show progress is being tracked at the child's level)
- **Working towards (Beginning)** This is the first section of the year group tracking grid
- **Working towards (Developing)** This is the second section on the tracking grid
- **Expected** This is the third section on the tracking grid
- **Exceeding** Separate tracking grid

A child who is on track should be:

- 'Working Towards- Beginning' at the end of the Autumn Term
- 'Working Towards- Developing' at the end of the Spring Term
- 'Expected' at the end of the Summer Term

If a child is working below their year group levels their progress is tracked using the Year Group tracking grid that they are assessed at.

If a child is working above the 'Expected' levels for their year their progress is tracked using the 'Exceeding' tracking grid for their year group.

Interim Assessments

Teachers at St. Mary's use the school Interim assessment form to update parents on their child's current level and next step in learning.

Interim Reports for SEN pupils include progress towards their SEN targets, an example of this is shown below:

SEN Targets	Progress towards
Target 1	Met- New target given
Target 2	Partially Met
Target 3	Met- New target given
Target 4	Smaller step needed- Target changed

SEN Progress Statements

Smaller Step needed- Target changed Partially Met

Met- New target given

Multiplication Teaching and Learning

At St. Mary's Catholic Primary School we have introduced the 'Multiples Marathon' as a way of motivating and encouraging the children to improve their times tables and number bonds knowledge, as well as to prepare the children in Year 4 for the multiplication check.

Once a week the children sit a timed test, based on the stage of the 'Multiples Marathon' that they are currently on. Every child must successfully complete each stage of the Multiples Marathon 100% in the given time (according to the set criteria) before they are able to move on to the next stage. If a child completes their challenge during the given time and gets all of their questions correct, they move onto the next stage of the Marathon. At certain points in the Marathon the children sit colour tests. If they complete the tests correctly in the given time, they earn a colour badge, which they are presented with in assembly.

In addition to this, it is also an expectation that KS2 children practice the times tables for the stage of the Multiples Marathon they are on as part of their weekly homework.

Multiplication tables check

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. MTC results and teacher assessments will be used to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

There will have a 3-week check window, starting on Monday 8 June, to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

Read Write Inc/Fresh Start

Effective assessment in Read Write Inc.

Phonics Formative assessment is integral to Read Write Inc. Phonics. The series is built around a rigorous synthetic phonics progression that supports the development of children's reading skills through Foundation and KS1, and beyond if required. Children are placed in homogenous groups and their progress is constantly monitored through the teaching process.

Children are grouped using the results from the school Assessment and Tracker Grid. Groups are re-assessed every 6-12 weeks. Groups are re-organised if children have progressed beyond their groups.

Assessments cover accuracy and fluency in reading, including knowledge of grapheme-phoneme correspondences, sound blending, phonically regular words and non-words up to multi-syllabic words.

Assessments inform teachers which grapheme-phoneme correspondences a child needs to learn next and which accompanying Read Write Inc. Storybooks the child should read.

If necessary, a child receives intensive one-to-one tutoring to keep up with their peers so they all meet the expectations of the Phonics Screening Check and KS1 expectations.

Fresh Start and RWI assessments indicate if any child at KS2 needs a structured phonic reading programme to ensure they catch up with their peers. The children are then grouped accordingly.

Reports are sent regularly to parents so that they are aware of their child's reading ability and grouping (Headteacher letters, interim reports and Annual reports).

Destination

By the end of Year 6, we want our children to be confident, enthusiastic and independent readers, writers and communicators. They will be able to read fluently and critically across a wide range of genres, write effectively for different purposes and audiences, and use accurate grammar, punctuation and spelling to communicate their ideas clearly. We aim for pupils to develop a rich vocabulary, a love of literature and the resilience to edit and improve their work. As they leave our school, children will be equipped with the literacy skills, knowledge and confidence needed to succeed in secondary education and become lifelong learners.

