

CURRICULUM VISION

Our curriculum vision has the embedding of basic skills at its core, alongside developing the essential life skills and attributes for every child to be able to access future learning. Our children learn best through a variety of learning approaches including practical 'hands on' learning opportunities as well as the acquisition of knowledge and skills, often through topics that will capture their interest and stimulate their imagination. These enable them to experience learning in a meaningful way that reflects their interest and needs.

Our wider curriculum is cross-curricular (where meaningful) and enquiry based to promote curiosity. We involve the children in planning topics and themes of study so that their learning reflects their interests, which motivates them to learn.

Our curriculum is under-pinned by a pedagogical framework which weaves together the critical elements of curriculum, teaching & learning and assessment.

The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each child increased opportunities for self-reflection and identification of their next steps as they move through their school career.

There should be clear links between the different aspects of children's learning, including opportunities for extended activities which draw different strands of learning together. Furthermore, they should understand the purposes of their activities. They should be taught to see the value of what they are learning and its relevance to their lives, present and future.

RELIGIOUS EDUCATION

Catholic Identity

The most important feature of our curriculum is the Religious Education of our children. Our aim, as expressed in our Mission Statement, is to foster and deepen the children's faith, to help them to enter into a personal relationship with God and to respond to Him through prayer, worship and Christian living. Everything we do at Thomas Becket is an expression of our Faith. We try to live as Jesus would want us to by showing the personal qualities of caring, sharing, love, trust, honesty and mutual respect. We strive to make our school community one in which everyone is valued and seen in the image of Christ.

We aim to be a welcoming school and part of the wider community. We have strong links with our parish church, Our Lady of the Annunciation, Addiscombe. Fr Keith, our Parish priest, is engaged in a programme of classroom visits. Our children visit the parish for masses and we have masses in school. During Lent Years 4, 5, and 6 are able to celebrate the Sacrament of Reconciliation and each year a Nativity and Passion play are performed for parents and parishioners. The Sacramental programmes of The Eucharist and Reconciliation are organised by the parish but fully supported by the school.

Religious education in each class is based upon the Diocesan supported programme, 'Come and See'. We support parents through our sex education programme called Journey in Love. There are books and other materials freely available for parents to help them in this task as part of the personal and social education of children.

We also teach our children about other faiths because we live in a multi-cultural and multi-ethnic world and we value the contributions these groups make to our society. We strongly believe in the tolerance of different faiths and beliefs.

Parents have the right to withdraw their children from Religious Education and Collective Worship.

Every class has its own dedicated Prayer Table which is the focus for class prayers and reflection.

EYFS (Early years foundation stage)

As children commence their journey at school, we begin to develop and nurture strong, positive attitudes where they become proud and respectful of themselves, others and their environment. We aim to offer rich and vibrant opportunities which draw upon children's own experiences and prior learning. The curriculum is designed so that it is ambitious for all learners. We aim to develop the knowledge, skills and understanding appropriate to the stage of development of each child to enable them to flourish and reach their full potential. We are proud of the strong relationship we have with parents and use this positively to ensure that children have a joint support approach to making good progress in school.

Building vocabulary is the key to everything. The more words a child knows, and understands, the more confident they become, the easier it will be for them to learn to read and to access the rest of the curriculum. We provide many opportunities for children to gain new and challenging vocabulary through planned activities, but also ensure that vocabulary is taught explicitly. The most rapid way for children to increase their vocabulary is through listening to stories, rhymes and poems, that they can then internalise, repeat and commit to long-term memory.

Our curriculum planning focuses on the Characteristics of Effective Learning and the Framework for the EYFS in order to enable children to reach the expected Early Learning Goals for the end of Reception. We fully support the principle that young children learn through play and by engaging in well-planned and structured activities. We aim to plan ongoing opportunities for children to revisit knowledge and skills through a variety of targeted and independent learning activities in order for children to commit knowledge and skills to their long-term memory. The children have access to both indoor and outdoor learning environments.



Teaching in Reception builds on careful baseline assessment carried out when children join the setting, and progress within the phase is carefully planned for and tracked throughout the year. Practitioners assess the development of each child and record this in their Learning Journey books and online using Tapestry. This assessment forms an important part of the future planning of provision for each child.

Learning is planned through broad themes, often based on the Liturgical Year and quality picture books, where core skills and learning behaviours can be practised and developed. Skills in maths and English are carefully mapped across the year. Learning in maths is supported by the Big Maths teaching programme. Reading and spelling are supported by the Read, Write Inc phonics programme.

SPECIAL EDUCATIONAL NEEDS

Children's progress in the basic skills is monitored carefully throughout their school career; if they experience difficulties then it is possible for them to receive extra support in small groups.

We have a Special Needs Policy that is in line with the Government's Code of Practice. The main objectives of this policy are to improve the quality of learning experiences for all pupils at St Thomas Becket School, and to establish an agreed range of practices in relation to the identification and support of pupils with special educational needs. Parents will be involved in all stages of the process.

Our definition of provision for special educational needs is "for those children who have needs over and above those that they would normally be expected to experience". Pupils may have special educational needs as a result of one or more of the following: -

- general learning difficulties
- particular difficulties with literacy, numeracy or basic skills
- emotional, social or behavioural difficulties
- speech or language difficulties
- a physical or sensory disability
- medical or health problems
- temporary and short-term circumstances
- able\gifted\talented pupils

All children have the same entitlement to the full range of the school curriculum. We are committed to making this accessible to all our pupils through differentiation, extension, varied teaching styles, behaviour management strategies, additional and/or specialist learning support and pastoral arrangements so that all pupils have the opportunity to progress and achieve success.

We aim to make education an enjoyable, exciting and worthwhile experience for all abilities. Our Special Educational Needs Co-ordinator (SENCO) is responsible for assessing/reviewing the individual needs of the children considered to have special needs and for allocating staff and resources to support them.

Support, which is deemed necessary over and above what can be provided directly by the class teacher, will be available to the children within the classroom during normal lesson time. Teachers will have access to Teaching Assistants in support for learning directly or via the Special Needs Co-ordinator.

We employ a multi-agency approach to meeting the needs of children, bringing in where necessary the skills of Educational Psychologists, Speech Therapists and Occupational Therapists. When appropriate some children attend the Croydon Literacy Centre for extra support in reading and writing.

We recognise that parents and carers play a crucial part in our children's education. We aim to foster a close, positive partnership with parents to ensure the most effective way of fulfilling the child's potential.

ENGLISH

At St Thomas Becket, our aim is that every child is enabled to reach their full potential in English through quality first teaching. Children are provided with a rich and varied diet of interesting and exciting English lessons which engage, extend and enrich children's speaking, listening, reading and writing skills.

We believe that talk is key in helping children to become more engaged and effective in their learning and so teach the children to express themselves confidently and coherently through drama, role-play, presentations, discussion and debate.

Each classroom has a wide range of fiction, non-fiction and poetry available to support children's acquisition of knowledge and encourage reading for pleasure. We have a well-equipped school library and ICT facilities to help children research their schoolwork and personal interests. The children are taught to read using the highly effective phonic scheme – Reading Write



Inc, designed to stimulate and challenge children's thinking and create enthusiastic, life-long readers and writers. Our shared and guided reading sessions begin from Reception and continue all the way through to Year 6. Our aim is for all children to develop a love of reading and we promote and encourage this through many of our school initiatives.

We aim to establish close partnerships with parents and guardians, and particularly value the help and support they give by sharing books and stories with their children at home.

We encourage the children to write on a wide range of topics and for a variety of audiences. We understand the importance for children to write for a purpose and therefore our lessons are planned to stimulate and engage their imagination. Many of our literacy lessons are based on the CLPE's (Centre for Literacy in Primary Education) Power of Reading Project, using highly-acclaimed texts as a stimulus for children's reading and writing. As a school, we are also keen to engage the children in local and national issues and events, which they always find particularly enjoyable and interesting to learn and write about. The children are taught to use accurate spelling, grammar and punctuation throughout their written work. We teach the children to learn a basic handwriting script from Reception, developing into a fully cursive style by the end of Year 2.

As a school, we now follow the 2014 National Curriculum programme of study for English, and are continually resourcing this area in order to support the children's learning throughout the school.

MATHEMATICS

In Mathematics, at St Thomas Becket, we are currently using the National Curriculum programme of study. This is supported by our BIG Maths scheme and well as NRich and NCETM and White Rose resources. We aim to give the children a thorough understanding of mathematical concepts and the confidence to apply skills and knowledge in a variety of situations. There is a strong focus on mental mathematical skills that we can apply to a range of problems.

We employ a practical approach in order to develop a concrete understanding which is needed for progress in mathematics. We try to develop in the children, a positive attitude to this subject by making the learning as interesting and enjoyable as possible.

In the Early Years of school, mathematics is learned through direct experience. As they progress through the school the children will be presented with opportunities to use and to apply the mathematical skills that they have acquired.

We aim to develop the use of Maths in other cross curricular subjects. Computing and Science are used to enhance the teaching of mathematics especially through the handling and presenting of data.

We hold whole school meetings with parents to update them on calculation policies and new initiatives. We are proud of the positive relationship between staff and parents which helps to ensure a positive and fulfilled learning environment for the children. Our aim is to help children to develop a positive attitude to Maths and have fun through learning.

SCIENCE

The children will be taught Science based on the National Curriculum. We follow a scheme called The Learning Challenge Curriculum. Through this scheme children develop their science knowledge and develop their science skills (working scientifically).

Science education provides the foundations for understanding the world. We aim to develop children's understanding of the world around them through systematic enquiry, using both first hand and secondary sources as appropriate.

They will be encouraged to ask questions about what they observe, devise experiments to answer these questions and find a variety of ways to communicate this information.

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Therefore, children will be taught to use scientific vocabulary in verbal explanations and taught to spell scientific vocabulary when completing written science work.

The teaching of science involves the children in practical work through whole class activities, through small group work and individual work.

COMPUTING

At St Thomas Becket School, we aim to deliver a high-quality computing education that will equip pupils to use computational thinking and creativity to understand and change the world. We want our children to become confident, competent and creative users of technologies.

At the core of the computing curriculum is Computer Science in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. The aspects of computational thinking are taught throughout the curriculum and can be applied to problem solving in mathematics, science and design technology.



The children are taught how to create programs and a range of content to express their understanding and to enhance the learning of others. The children also learn how to be digitally literate, to communicate and collaborate effectively using web tools and to search and interrogate information. Each year group also study a significant individual who has made an impact in the development of computing.

At the heart of our curriculum is the importance of online safety. At our school, we deliver a rigorous online safety programme from Reception to Year 6 which is supported through our involvement in national events such as Safer Internet Day.

Computing is embedded in teaching and learning across the school and supports our home-school partnerships through the MLE and LGfL programmes which are accessible anywhere. We aim to give the pupils a voice in the use of technology through our digital leaders' programme and our Head Boy and Head Girl blog. We strive to enable our pupils to be independent learners through the use of mobile technologies and to prepare them for their role in a digital world.

DESIGN TECHNOLOGY

Through the areas of topic work covered in each class, children will be encouraged to plan, make and evaluate particular artefacts and systems. In the Infants this would include building models using scrap materials moving on to the use of wood, plastic, motors etc. in the Junior department.

HISTORY

Children will spend time studying core units such as the Greeks; the Roman Empire and its impact on Britain; Shang Dynasty in China; changes in Britain from Stone Age to the Iron Age; Britain's settlement by Anglo-Saxons and Scots; the Vikings; early Islamic civilization and significant key figures and turning points in British History. Children will also explore supplementary units including Local Studies. Children in Year 4 go on a residential trip to Lincolnshire to immerse themselves in World War II experience to develop new skills and knowledge in history

GEOGRAPHY

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will learn subject –specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will explore seasonal and daily weather patterns in the United Kingdom; North and South Poles; Mediterranean region; volcanoes and earthquakes; Brazil and environmental studies with through rainforests; water cycles and the geography of the local area. They will be using geographical equipment and study geography through their trips. The children in Year 6 will have the opportunity to take part in a residential Study Week where various historical and geographical skills will be developed.

ART AND DESIGN

All children throughout the school are actively encouraged to experience and embrace a wide variety of art and design techniques, skills and media. They are given opportunity to express themselves and build confidence in their artistic creativity, through regular cross curriculum workshops, supported by after school and lunchtime art activities.

The history of art and major artists, combined with gallery visits inspires the introduction and use of techniques. These include paint (water colour, poster and acrylic), pencil (colour and sketching), clay, charcoal, chalk and oil pastels, papier-mâché, collage, textiles and printing.

The children can participate in the set designs and prop making for school assemblies and school productions.

The entire school community participated in the National Gallery sponsored Take One Picture project, culminating in a joyful school parade and well received exhibition.

Artwork is proudly displayed throughout the school. The school also undertakes an annual Arts Week, involving the collaboration of art and music classes, as a celebration and showcase of the children's work throughout their school year.

MUSIC

Music at St. Thomas Becket School is linked with our learning challenge curriculum. Schemes of work that tie in with each 'Big Question' go hand in hand with the National Curriculum and aim to give children a creative confidence through experimentation and performance.

At KS1, the children will be able to experiment with a variety of musical sounds and instruments and will be encouraged to sing and appreciate different styles of music.



The infant classes use their musical skills in our Nativity performances and also through the singing of popular children's songs and rhymes throughout the year.

At Key Stage 2, the children will not only focus on compositional skills and sound experimentation, but will also look at music in a historical context.

Individual tuition for the clarinet, flute, keyboard and guitar is offered to children who wish to learn. In year 4 all children have the opportunity to learn the recorder, keyboard, trumpet, trombone or guitar as part of our SoundStart programme.

We have a Peripatetic music teacher from The Croydon Music Service who gives specialist lessons to classes on a half termly bases on top of the children's music lessons in class.

Our school Junior Choir (Years 3 to 6) rehearses and performs regularly throughout the year. The Christmas Carol Service and Easter Passion play highlight the children's musical abilities, as well as our end of year performances at the school fair and within the community.

PHYSICAL EDUCATION

Our PE curriculum promotes teamwork, co-operation, leadership and how to lead a healthy, active lifestyle. Children are provided with opportunities to develop their personal, social, cognitive and physical skills through school sport and our extra-curricular program. Children develop these skills as individuals and as a participant in group and team activities.

We deliver high quality PE lessons that are delivered by specialist coaches as well as teachers, concentrating on Physical Literacy through gymnastics, dance and multi skill activities during curriculum time. Children are provided with the opportunity to use specialist equipment in each lesson. Athletic activities and swimming are experienced at Key Stage 2.

This is complemented by active playtimes and after school extra-curricular activities including dance, cross country, fitness, tennis and football.

As school we compete in many competitions throughout the year, several of which are organised by the Croydon School Sport Partnership. We also participate in Catholic cluster competitions including, athletics, cross-country, swimming, football and netball. These are held annually.

PERSONAL, SOCIAL AND HEALTH EDUCATION (PSHE)

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society.

We encourage our pupils to play a positive role in contributing to the life of the school and the wider community.

In so doing we help develop their sense of self-worth. We teach them how society is organised and governed. We ensure that they experience the process of democracy in school through the School Council.

The aims of personal, social and health education and citizenship are to enable the children to:

- know and understand what constitutes a healthy lifestyle;
- be aware of safety issues;
- understand what makes for good relationships with others;
- have respect for others;
- be independent and responsible members of the school community;
- be positive and active members of a democratic society;
- develop self-confidence and self-esteem, and make informed choices regarding personal and social issues;
- develop good relationships with other members of the school and the wider community.

As a Catholic School, this framework will be implemented in the light of our mission statement with Christianity at the centre of our approach.



KEY STAGE 2 RESULTS 2019

NEW KEY STAGE 2 ASSESSMENTS (DFE GUIDANCE)

In 2016, the new more challenging national curriculum, which was introduced in 2014, was assessed by new tests and interim frameworks for teacher assessment. Results are no longer reported as levels: each pupil receives their test results as a scaled score and teacher assessments based on the standards in the interim framework. Because of these changes, figures for 2016, 2017 and 2018 are not comparable to those for earlier years. The expectations for pupils at the end of key stage 2 have been raised. Given the differences from previous years to the curriculum and assessments, levels are not comparable with scaled scores or teacher assessment outcomes.

THE 'EXPECTED PROGRESS' MEASURE

The system of national curriculum levels is no longer used by the government to report end of key stage assessment. The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced.

This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

KS2 RESULTS 2019

	SCHOOL	NATIONAL
The % of pupils achieving the expected standard in reading, writing and maths combined.....	83%	65%
The % of pupils achieving the expected standard in reading.....	85%	73%
The % of pupils achieving the expected standard in writing.....	93%	79%
The % of pupils achieving the expected standard in maths.....	90%	79%
The % of pupils achieving the expected standard in grammar, punctuation and spelling.....	90%	78%
Average progress in reading.....	0.1	n/a
Average progress in writing.....	1.3	n/a
Average progress in maths.....	-0.2	n/a
The % of pupils achieving a high level of attainment in reading, writing and maths combined.....	17%	10%
The % of pupils achieving a high level of attainment in reading.....	28%	27%
The % of pupils achieving a high level of attainment in writing.....	35%	20%
The % of pupils achieving a high level of attainment in maths.....	38%	27%
% of pupils achieving a high level of attainment in grammar, punctuation and spelling.....	48%	36%
Average scaled score in reading.....	107	104
Average scaled score in maths.....	106	105
Average scaled score in grammar, punctuation and spelling.....	109	106

