

# **ST VINCENT DE PAUL CATHOLIC PRIMARY SCHOOL**

Bedwell Crescent, Stevenage, Herts SG1 1NJ

Tel: 01438 729555

Email: [admin@stvincent.herts.sch.uk](mailto:admin@stvincent.herts.sch.uk)

Website: [www.stvincent.herts.sch.uk](http://www.stvincent.herts.sch.uk)

Acting Headteacher: Mrs Alexandra Whitty

Chair of Governors: Mr John Sloan



## **SCHOOL PROSPECTUS**

**Updated May 2023**



*We are called to be the hands and face of Jesus as we learn, love and grow together.*



Dear Parents and Carers

We believe that a modern Catholic primary school must be a partnership if it is to work effectively. It is up to us all (church, school and home), to ensure that we help our children to learn from their living and to create a secure and loving environment that places Christianity at the heart of their lives.

Children do not simply attend St. Vincent de Paul School: they and their families become part of the school, and the school becomes a significant part of their lives.

It is our conviction that a successful education is a joint exercise and we therefore seek the involvement of parents at all times.

We have prepared this prospectus to show you something of the feeling and aspirations of St. Vincent de Paul School. It cannot, of course, answer every question you may have. Please contact us directly if you have any further questions. I hope that you will come and see the school for yourselves.

We look forward to welcoming you.

Yours sincerely

Mrs Alexandra Whitty  
Acting Headteacher



Mr John Sloan  
Chair of Governors

## Our Mission Statement

*"We are called to be the hands and face of Jesus as we learn  
love and grow together"*

### **1.0 School Vision**

We are a place of faith, love and learning, where individuals collaborate to be the best that they can be, recognising the learning struggle and aiming for excellence in personal, academic and professional spheres.

Rooted in our Catholic faith, we provide a curriculum that is relevant, coherent and intended to develop the skills and knowledge that will enable pupils to engage fully, wholly & morally with life in a diverse society.

### **1.1 School Aims**

- To create a living, Christian community of pupils, staff, parents, governors and parish where the teaching and values of Christ are at the heart of all our activities
- To sustain the Catholic life of the school through religious teaching, through experiences of prayer and Worship and through the Christian values which permeate school life
- To provide a secure, caring and welcoming environment for the children, parents, staff and visitors
- To offer our children the best possible education so that they may develop their aptitudes, abilities and interests to the best of their abilities within a stimulating learning environment
- To promote a search for excellence
- To foster self-confidence and to motivate our children to take pride and pleasure in their work
- To encourage in our children a sense of responsibility for the community and for the world in which they live
- To help our children acquire the knowledge and skills that will eventually enable them to lead full lives in our society
- To celebrate and reward success in all areas of our children's development

## 2. GENERAL INFORMATION

St Vincent de Paul School is a Catholic Voluntary Aided School. It is a co-educational primary school catering for the needs of children between the ages of 3+ and 11. The Archdiocese of Westminster is the trustee and the school is maintained by Hertfordshire County Council.

### The School Day

School starts at	8.45am
Lunch Time KS1	12noon – 1pm
Lunchtime KS2	12.30 – 1.30pm
School ends	3.15pm

Throughout our school there are two classes for each year group. In the Foundation Stage there is one Nursery class which caters for children staying all day (30 hrs per week) as well as those attending for half a day (15 hrs per week) and there are two Reception classes. At Key Stage 1 there are four classes and at Key Stage 2 there are eight classes. EYFS and KS1 classes are housed in one building and KS2 classes are housed in another building across the playground.

### The Nursery Day

Morning Nursery starts at	8.45am
Morning Nursery finishes at	11.45am
Afternoon Nursery starts at	12.30pm
Afternoon Nursery finishes at	3.30pm

A lunch club exists for those pupils attending nursery all day. This can also be accessed by part time children for a small charge. Meals are provided by Herts Catering and are charged at a daily rate.

### 3. OUR GOVERNORS

Our school Governors work closely with the school. They are kept up to date with news and views and meet on a regular basis.

Our governors can be contacted via the school.

Our Governors are:

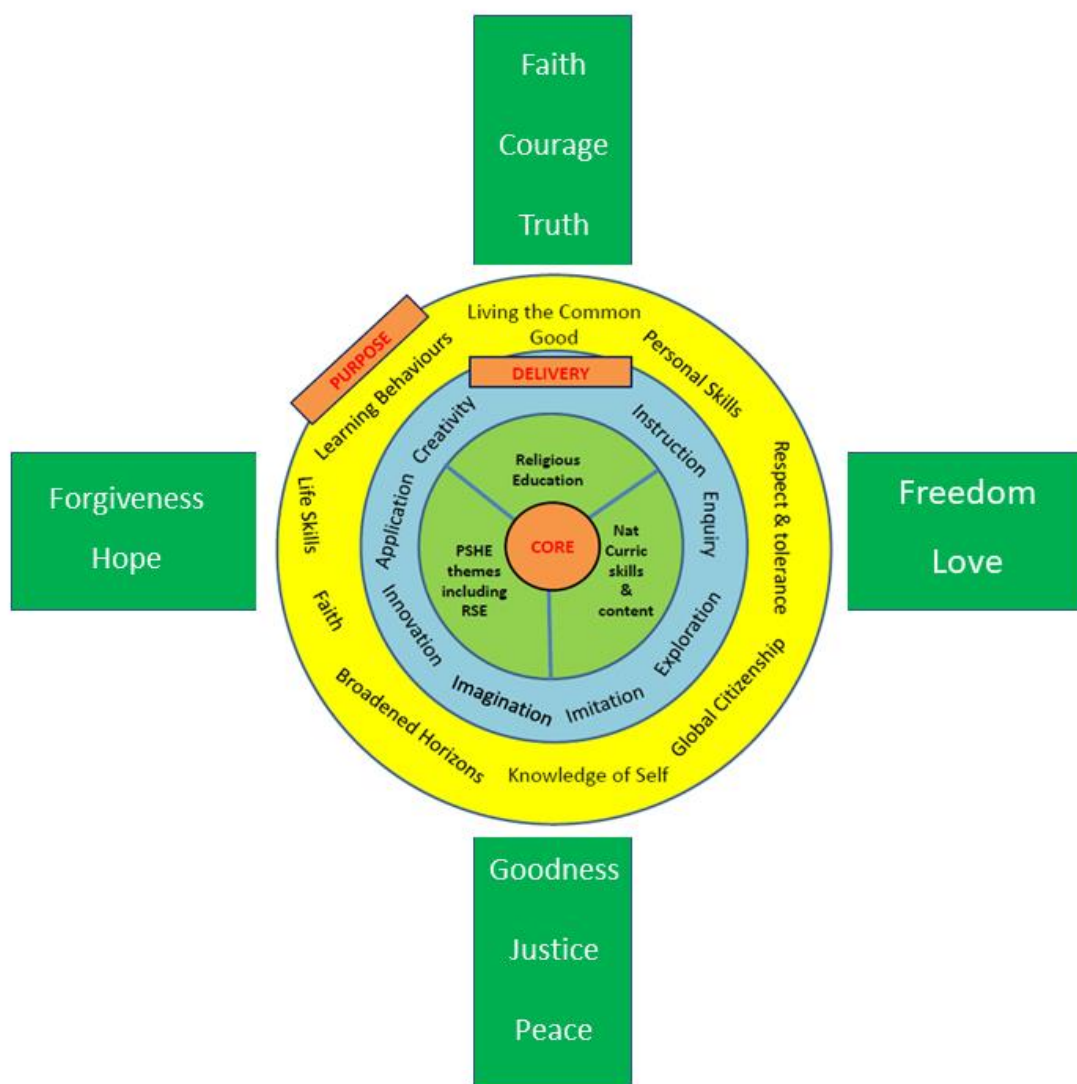
Mr John Sloan	Chair (Foundation Governor)
Mrs Alexandra Whitty	Ex Officio (Acting Headteacher)
Mrs Geraldine Cartwright	Foundation Governor
Mrs Mary Hewitson	Foundation Governor
Mr Robert Neave	Foundation Governor
Mrs Siobhan Morgan	Foundation Governor
Mr Sajan Sebastian	Foundation Governor
Mrs Gloria Enoch	Foundation Governor
Mrs Theresa Taylor-Brookes	Foundation Governor
Rev Fr Nigel Woollen	Foundation Governor (Parish Priest)
Mrs Bernie Bullock	Parent Governor
Mrs Damon Carr	Parent Governor
Mr Kunle Anjorin	Parent Governor
Mrs Charli Lahif	L.A. Governor
Mr Simon Crump	Staff Governor
Mrs Val Hargrave	Coopted Governor (Assistant Headteacher)
TBC	Coopted Governor (Assistant Headteacher)
Mr Nathan Barry	Coopted Governor
Mrs Rhian Richards	Associate member
Mrs Ryan Pearce	Associate member

Mrs Julie Woolf	Clerk to the Governors
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## 4.0 Curriculum Model at St Vincent de Paul School

We aim to provide a curriculum that is broad, balanced, relevant and responsive to the needs of the pupils, the wider community and the society in which they operate. Our curriculum, underpinned by our Catholic ethos, aims to be responsive to the needs of all pupils, regardless of ability or other factors, and develops essential knowledge and skills alongside key skills of resilience, resourcefulness, reflectiveness and reciprocity which are developed as the building blocks for all learning.

We have developed our own Curriculum Model at St Vincent de Paul School to visualize this. The core curriculum at the centre (National Curriculum, PSHE, RSE and RE) is delivered through a range of engaging, active and creative methods with the aim of developing some core anchor points (the yellow circle). All aspects of the curriculum are underpinned by 10 core values all of which have their roots in the Gospel. These core values underpin everything that we do in school: curriculum, outreach, connections, staffing, wellbeing – they are the cornerstones upon which each interaction within and beyond the school is based. The curriculum model can be visualized as follows:



The **Core Curriculum** at the centre determines the key aspects of the curriculum content that must be delivered. A yearly overview, broken into terms, will ensure that the content is delivered across the year group and over time within the Key Stage. This overview is published on the school website.



A range of **delivery** models will inform how the key skills and knowledge are developed and will impact upon the pedagogy deployed to ensure learning and the **purpose** will set the learning in its context and may shape the whole learning experience.

**There are three Key Stages of education in the primary school:**

The Early Years Foundation Stage (EYFS):	Nursery & Reception Classes
Key Stage 1 (KS1):	Yrs 1 & 2
Key Stage 2 (KS2):	Yrs 3 to 6

## 5.0 The Early Years Foundation Stage (EYFS)

### EYFS INTENT STATEMENT:

We aim to deliver an EYFS curriculum which recognises pupil's individuality and follows their own interests and natural curiosity; provides first hand learning experiences; allows the pupils to develop interpersonal skills and become creative thinkers who reach their full potential.

The EYFS Framework explains how and what children will be learning to support their healthy development during Nursery and Reception classes.

Children in the EYFS learn skills, acquire new knowledge and demonstrate their understanding through **7 areas of learning and development**.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are essential for the child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world; and
- Expressive arts and design.





The seven areas are used to plan the learning and activities for individuals and groups. Children in the EYFS learn by playing and exploring, being active and following their own lines of enquiry in a supportive and stimulating environment.

Learning is often through carefully designed play and exploration opportunities, alongside more formal adult led activities or 1:1 work. The learning environment, inside and outside of the class, aims to be fully enabling and stimulating, encouraging children to explore.

Tasks may be child initiated, using a continuous provision that has been carefully planned to enhance the next steps and interests of learners. During this time the adult role is to enable, observe and intervene with further enhancements that will enable learning to move on or interest levels to be sustained. At other times a direct skill may be taught 1:1 or in a small group with the aim that during CIL (Child Initiated Learning) these skills might then be used independently. On other occasions a whole class session may be used to engage all of the children in a key learning moment or series of moments. High levels of engagement are key as is expert intervention at the right time and for the right period by the adult, ensuring that children's learning is uninterrupted.

Throughout the EYFS, the following characteristics of learning underpin all engagements:

### **(1) Playing and exploring**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'



### **(2) Active learning**

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### (3) Creating and thinking critically

- Having their own ideas
- Making links
- Choosing ways to do things

The EYFS curriculum themes are mapped across the year, broken down into each term and is available to all parents on the website. The aim, however, is not to be rigid with this context, but rather to respond to the needs and interests of all learners, ensuring that the characteristics of learning are a key focus.

Throughout the EYFS, staff use '2Simple' software to capture a digital record of each child's learning. This aims to celebrate achievements and is used to plan for next steps of learning. The journals are printed out regularly, are supplemented with other significant pieces of work and are available for parents to view at key points throughout the year. Parents are encouraged to contribute to the Learning Journal in a number of ways.

At the end of Nursery the journal follows the child to their Reception class and at the end of the EYFS the journal is shared with the receiving Year 1 teacher in order that its accurate assessments are used to plan early next steps at the start of KS1

## 6.0 CURRICULUM: KS1 and KS2

The curriculum is carefully planned by the teachers based upon the expectations laid down in the National Curriculum (2014) and the Curriculum Directory for Catholic Schools (2012).

**Religious Education** is taught as a separate subject and is considered as a **Core Subject**, with a minimum allocation of 10% curriculum time, as required by the Bishops' Conference of England and Wales.

The **National Curriculum** for KS1 and KS2 is comprised of the following **Core Subjects**:

- English
- Mathematics
- Science
- Computing

The following **Foundation Subjects** are also included:

- History
- Geography
- Art
- Design Technology
- Music
- Physical Education
- Modern Foreign Languages (KS2 only)

**Personal, Social Health and Economic (PSHE) Education** has been strengthened as a statutory element of the curriculum since 2020. PSHE has always had high priority at St Vincent de Paul school and even more so in relation to Covid recovery. It is a vital tool that enables young people to develop skills and attributes such as resilience, self esteem, risk management and critical thinking

through three core themes of Health and Wellbeing, Relationships and Living in the Wider World. Relationships Education has also become a statutory element of the primary curriculum at the same time but its implementation was delayed by the Pandemic. From Summer 2021 schools have been required to teach a Relationships and Education curriculum, after consultation with parents. Feedback from the consultation is available here: [21 05 26 RSE-Consultation-Feedback--response-April-2021.pdf \(stvincent.herts.sch.uk\)](https://stvincent.herts.sch.uk/21-05-26-RSE-Consultation-Feedback--response-April-2021.pdf)

## 7.0 A GUIDE TO THE SUBJECT AREAS

### 7.1 RELIGIOUS EDUCATION

Information from our trustees in relation to RE is found here:

[Religious Education – Diocese of Westminster Education Service \(rcdow.org.uk\)](https://rcdow.org.uk)

*Catholic schools, with RE at their core, exist in order to "help parents, priests and teachers to hand on the Deposit of Faith in its fullness to a new generation of young people so that they may come to understand the richness of the Catholic faith, and thereby be drawn into a deeper communion with Christ in his Church." (Religious Education Curriculum Directory pvii).*

A new draft Curriculum Directory for schools in relation to RE has been published by the Bishop's Conference and is currently under consultation. It will significantly impact upon the curriculum for all Catholic schools when it is confirmed. The School has been working towards this for some time and our Diocesan adviser has confirmed that we are well on journey towards expectations.

A Diocesan wide scheme may well be enforced by the Diocese and we await news on this until then, however we continue to develop our own home grown scheme, based upon the theme of the Way, the Truth and the Life but rooted in the updated assessment criteria. In effect we have re-written our scheme suiting it to both our own context and the skills needed.



#### Curriculum intent statement:

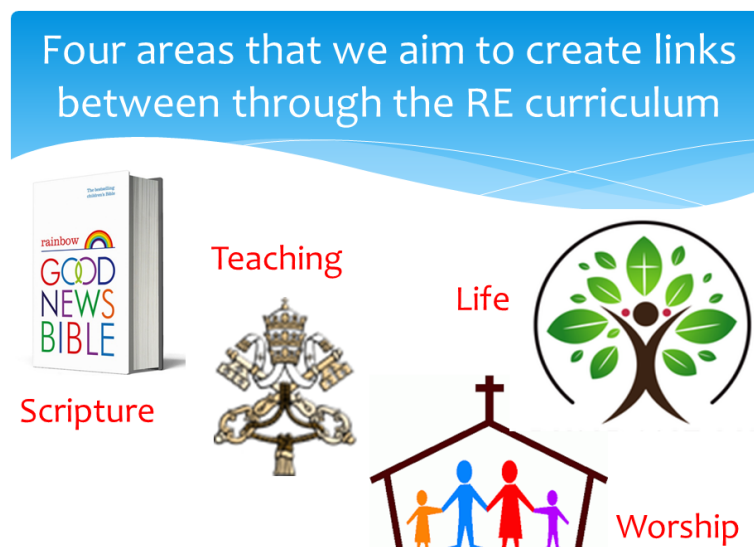
We aim for all pupils to be religiously literate, know their way around Scripture and traditions of the Catholic Church and we are able to consider how this impacts on their everyday life. We aim for pupils to be increasingly able to make links between aspects of scripture, worship, Church teaching and their own lives. We aim to ensure that through learning about aspects of faith they

are able to make informed life decisions, impact positively upon society and focus on the Common Good in their everyday lives.

The taught curriculum is derived from the Curriculum Directory for Catholic Schools (a mandatory requirement of the Bishops' Conference of England and Wales). The Curriculum Directory builds knowledge and understanding at an age appropriate level about faith from the following broad areas:

- Revelation (scripture & history);
- Church;
- Celebration (sacraments, liturgy & prayer); and
- Life in Christ (the challenges and joys of living a Christian life).

Our planning, rooted in The Curriculum Directory, is broadly based upon a commercially produced scheme, **The Way the Truth and the Life** (published by TERE) which we have heavily adapted in order to suit the needs of the school and expected standards in RE which were revised in July 2018. This is supplemented by materials drawn from a range of other sources. Since Sep 2019 our RE leaders have completely revised the planning for RE across the school and have innovated in our approach which is firmly rooted in making links between four key distinct but linked aspects:



This focus aims to create effective and tangible links between the four broad areas of the Curriculum Directory (Revelation, Church, Celebration & Life in Christ). Making links between these areas will enable children to achieve at a higher standard.

Three attainment targets were introduced with the New Standards in RE Document in December 2018. The Bishops of England and Wales have given schools the authority to make use of this new framework when teaching RE should they wish to whilst we await the updating of the Curriculum Directory.

The attainment targets are as follows:

**Attainment Target 1:** *Knowledge and Understanding ('learning about religion')*

- Developing knowledge and understanding
- Making links and connections
- Understanding historical development
- Using specialist vocabulary



- Attainment Target 2:**     *Engagement and Response ('learning from religion')*
- Engaging with questions of meaning and purpose
  - Engaging with questions of beliefs and values
- Attainment Target 3:**     *Analysis and Evaluation ('RE skills')*
- Using sources as evidence
  - Constructing arguments
  - Making judgements, justifying conclusions
  - Recognising diversity
  - Analysis and deconstruction

We aim to produce religiously literate pupils who know their way around the scripture and traditions of the Catholic Church and are able to consider how this impacts on their everyday life.



### **World Faiths:**

An appreciation that not everyone is a Catholic or indeed a Christian is an important aspect of our RE curriculum. The faith experience of all pupils within and beyond our community is recognized and valued.

Where possible visits to places of worship or other direct experiences of individuals of faith from a range of world faiths enhance the learning about people of faith in society. Judaism is the starting point for a study of faiths outside of the Christian tradition, using Jesus as a Jew as the context. As the children become older, they increasingly exposed to the concept that Christianity is wider than Catholicism; that all Christians are not Catholic; and that not all people live their lives according to a faith. The school is committed to ensuring that all pupils develop a sense of understanding the importance of diverse faith views in wider society. Our scheme of work encourages all pupils to take their RE learning outside of the Catholic bubble that can exist. Our RE learning also encourages the recognition of the faith traditions of all children in the class and actively aims to use this. Over the

past year the development of our understanding of Islam and Coptic traditions has been key; our Twitter feed has reflected this.

## **RE is more than a subject**

RE is not taught in isolation, but as a subject that underpins our daily actions. A rhythm of prayer throughout the school day and the development of a rich tapestry of Catholic Life underpins the RE curriculum at every stage.

The RE curriculum, rigorous in its approach and its development of theological learning, is planned in a creative manner, enabling all pupils to explore faith and experience a deepening relationship with God.

## **7.2 Relationships and Sex Education (RSE)**

We are involved in Relationships and Sex Education (RSE) precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales and as advocated by the Department for Education (DfE), RSE will be firmly embedded in the PSHE framework as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils.

All RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family whilst acknowledging that all pupils have a fundamental right to have their life respected whatever household they come from. It will also prepare pupils for life in modern Britain.

The school makes use of Ten Ten's Life to the Full Relationships and Sex Education Programme which is recognised by the Diocese of Westminster as a suitable scheme. The scheme is underpinned and rooted in the teachings of the Church.

Slides from Ten Ten introducing the scheme are available here: [Ten Ten Parent Session](#)

A Parent's Guide is available here: [Life to the Full - Parent's Guide](#)

All parents have access to the **Ten Ten parent portal** to see all of the materials that are used. Your **username** is: svp-sg1

This is accessed via the following links:

Parent portal: <https://www.tentenresources.co.uk/parent-portal/>

Parent Consultation portal: <http://www.tentenresources.co.uk/parent-consultation-primary>

Response to our statutory consultation is available here: [RSE Consultation Feedback and](#)

## Response

Our RSE Policy is available on the school website.

If you have any questions, please do not hesitate to contact your child's teacher or Mr White who currently coordinates RSE provision throughout the school.

### **7.3 ENGLISH**

English is an integral and fundamental component of the whole Primary Curriculum. A good literacy education is pivotal for all learning in every curriculum area. Developing good communication skills are at the core of our English curriculum and ensure that children are able to function effectively in everyday life.

#### **Curriculum intent statement:**

We aim for pupils to:

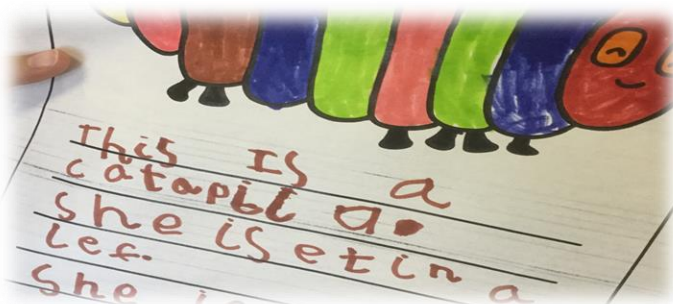
- speak confidently and coherently whether presenting or responding to information in a wide range of contexts
- to be fluent and confident readers who understand and enjoy a wide range of reading.
- to be able to communicate effectively, fluently and creatively through their writing.

The National Curriculum for English divides the subject up into the following areas:

- Spoken language: speaking, listening & responding;
- Reading: word reading;
- Reading: comprehension;
- Writing: transcription: spelling and handwriting;
- Writing: composition; and
- Writing: vocabulary, grammar & punctuation.

English is taught daily and is woven into many other curriculum areas.

The Herts for Learning Planning framework ensures that there is a good coverage of genre and key skills are developed as appropriate. This is the starting point for planning, but teachers are permitted to be creative with it, making it their own in order to suit the needs of learners in their class. The school is currently looking to supplement this with materials from the Centre for Literacy in Primary Education (CPLE) materials.



#### How do we teach reading at school?

There is a daily **PHONICS** session in EYFS & KS1 based upon the Government's 'Letters and Sounds' scheme. We teach 'synthetic phonics' but are aware that some children will require to develop alternative approaches to reading according to need. As children move into Year 3, the



phonics focus shifts to its application in spelling although phonics lessons may still continue for classes and for some groups requiring extra input.

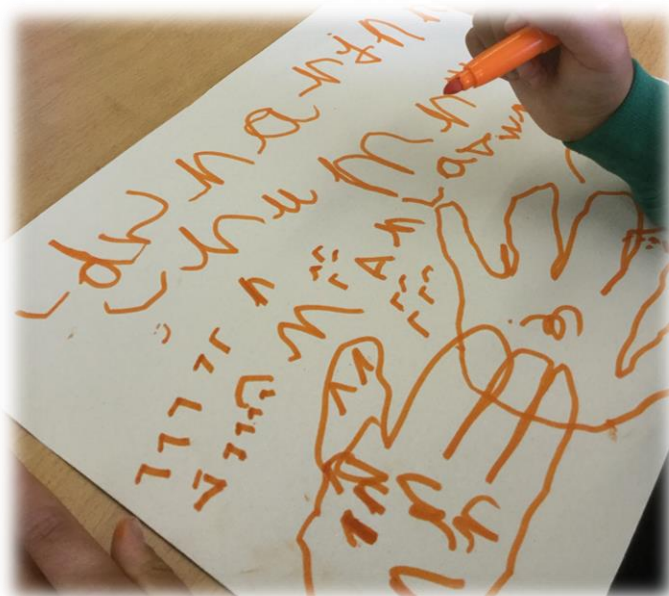
Phonics based reading scheme materials (Jelly & Bean, Rigby Stars & Oxford Reading Tree) are used in EYFS and KS1 and for some pupils in KS2 alongside a range of other reading materials.

We aim to work with parents to develop confident readers who are increasingly independent in their approach to reading.

Individual reading occurs alongside Guided Reading (in groups) and through an appreciation of whole class texts as we move through KS2. Parents are encouraged to support the process through a dialogue in the reading diary. Moving through KS2, the aim is to become a 'free reader', moving away from the scheme, having developed the necessary skills to approach a wider range of reading materials. We aim to develop pupils who enjoy reading and actively engage with texts for personal enjoyment.

The school is currently investigating Little Wandle Phonics which will become our Synthetic Phonics Programme in the academic year 2022/23

### How do we teach handwriting?



In the EYFS, pupils are encouraged to mark make as a precursor to writing. As they begin to write they are taught a consistent approach to letter formation but the focus is on encouraging a commitment to record a written response.

A pre-cursive script is taught from Year 1, with a stroke that leads in and a tail at the end. In this way all letters start from the line and children are enabled to begin joining letters effectively when ready. Handwriting lessons take place in each class.

An example of the pre-cursive writing script is available in **Appendix 1**. When pupils begin to use pens, a liquid or gel ink is used rather than a biro.

As pupils become more proficient in KS2, a personal joined style is encouraged.

## How do we teach spelling?

From an early stage, pupils are encouraged to use their phonic skills in attempting spellings. Certain irregular words need to be learnt. Teachers correct the spellings that pupils should know in their work and target key words for pupils to learn.

Weekly spelling lists are learnt (as homework) and tested from Year 1 onwards. Parents are encouraged to have an active role in this key learning area.

National Curriculum wordlist for Years 3 and 4 and Years 5 and 6 set the standard for spelling. These are available in **Appendix 2**. Spelling lists will include words beyond these lists too. Throughout KS2 spelling becomes more about the application of spelling rules rather than the learning of lists.

## **7.4 MATHEMATICS**

The schools makes use of planning materials from Herts for Learning's Essential Maths to deliver the maths curriculum from Reception to Yr6. Pupils are taught in mixed ability classes with appropriate differentiation. Where a pupil's skills are advanced, the aim is to delve broader and deeper rather than accelerating to the next year's objectives.



### **Curriculum intent statement:**

We aim to

- provide a high-quality mathematics education, providing an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity in mathematical learning.
- develop mathematical understanding alongside mathematical processes and set fluency and mastery of key concepts, skills and processes as a key priority.
- enable Pupils to reason mathematically and to solve problems by applying their mathematics in a range of contexts.

The National Curriculum divides learning in mathematics into the following key areas that form the basis of our planned curriculum:

- Number: place value;

- Number: addition and subtraction;
- Number: multiplication and division;
- Number: fractions (inc decimals *from Yr 4* and Percentages *from Yr 5*);
- Measurement;
- Geometry: properties of shapes;
- Geometry: position and direction;
- Statistics (using & displaying data) *from Yr 2*;
- Ratio and Proportion *from Yr 6*; and
- Algebra *from Yr 6*

Although a range of calculation strategies are developed, the National Curriculum encourages pupils to work towards some formal calculation strategies for addition, subtraction, multiplication and division. This is further developed in our Calculation Policy.

Pupil begin new concepts developing their understanding through concrete apparatus (e.g. Dienes apparatus or Numicon); move on to representing their understanding through pictorial methods; and then, having developed a solid understanding of the concept are able to work in as more abstract fashion, ranging from expanded to compact methods of recording. Developing reasoning skills, particularly through the use of talk frames and vocabulary prompts is a key aspect of their learning.

## Learning Times Tables

The National Curriculum sets the following challenging benchmarks for times tables:

By the end of Year 2:	x2, x5 and x10;
By the end of Year 3:	x3, x4 and x8 (including division facts); and
By end of Year 4:	All times tables up to 12 x 12 (including division facts).

Pupils are supported to learn their times tables in a range of ways, making use of pencil and paper methods, rote learning, games and on-line apps and resources. Children are also taught to make use of known facts when recalling answers (e.g.  $6 \times 7 = 42$ ; so  $12 \times 7 = \text{double } 42$ ).

Although we encourage the necessary speedy recall of times tables facts, pressure is not put on children when they find this difficult. For those who find instant recall of number facts difficult, teachers look to develop other methods for children to succeed with times tables.

In Year 4 the pupils take the statutory multiplication check. This allows schools to benchmark their standards against others nationally and identifies pupils that may require additional support.

## Maths mindset: be positive!

We teach all pupils that ‘anyone can do maths’ given the right steps for learning and a positive attitude. Please help us to develop this positive mindset. It is so easy as adults when we are unsure to suggest that ‘we don’t have a maths brain’ or that ‘the new maths is very confusing’. This doesn’t help and only serves to undermine a growth mindset. Please encourage attempts and explain as we do that ‘getting it wrong is the start of a learning process that will help us to get it right!’ This will really help. **Appendix 3** suggests some phrases to help with developing a growth mindset and resilience in approach to all tasks, not just maths!

## 7.5 SCIENCE

### Curriculum intenent statement:

Through our science curriculum, we aim to develop:

- Scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics;
- Understanding of the nature, process and methods of science through different types of science enquiry that help pupils to answer scientific questions about the world around them; and
- The scientific knowledge required to understand the uses and implications of science today and for the future.

Our science curriculum has been divided into topics with 'working scientifically' being emphasised in all topic areas.

Science is taught thematically for some units, making links across the curriculum where appropriate, and also as an independent subject across both Key Stages.

Experimentation and exploration are key aspects of our science work. Although full experiments may well be carried out, recording will often emphasise just one aspect of the scientific process (e.g. diagrams, results or conclusions) and will not necessarily include the whole experiment. This is to ensure that we teach on the key skills of scientific enquiry rather than tipping the balance to literacy aspects. Needless to say, however, aspects of literacy and mathematics are developed through recording at all levels in science and tasks are used as an opportunity to reinforce such skills.

## 7.6 COMPUTING

The school devotes considerable resources to both the computing curriculum and to general Information and Communications Technology. There is a specialist computer suite, as well as a trolley of iPads in Key Stage 1 and Key Stage 2. A suite of Chrome books and laptops are available throughout the school and this resource is becoming our dominant resource. It likely that our digital strategy will make our ICTV suit less used and the mobile devices more used over the coming years. Our aim is for pupils to be able to access them as required and to make decisions in relation to an informed use of technologies.



### Curriculum intent statement:

We aim for pupils to become confident, independent learners who are digitally literate, thus enabling them to be successful and safe in an ever-changing world of technology.

Alongside the Computing curriculum, we aim to develop and keep fresh useful ICT skills, using applications and programs that are widely available.

We follow the Purple Mash computing curriculum, adapted to our own context, which is rooted in the National Curriculum. At the heart of this curriculum are the following areas:

- coding (learning to write, interpret and debug computer programs, using logic);
- managing and using digital content effectively;
- using search technology effectively;
- Selecting, using and combining a variety of software on a range of digital devices;
- Collecting, analysing, evaluating and presenting data and information; and
- using technology safely, respectfully and responsibly

In addition, all pupils have Google Classroom login and are able to access and collaborate on their learning using this platform. This is accessible from home and is also used to enable access to homework in KS2. All pupils have their own google drive where they are able to store materials for their own learning journey.

**eSafety skills** are an essential element of the whole curriculum. Pupils will be prepared to ensure that they have the appropriate skills to remain safe whenever using technology on a range of platforms and devices, including those used at home. SMILE eSafety Rules form an integral part of our eSafety approach. These are included in **Appendix 4**.

## 7.7 HISTORY

### Curriculum intent statement:

We teach history to develop an awareness and interest in the past and to help children understand the impact of individuals and groups on society over time. We aim to develop a sense of identity through learning about the development of Britain, Europe and the World and how all nations, regardless of race, class, gender and religious background have impacted upon the world in significant ways.

Through the development of historical skills, **pupils at KS1** will learn about:

- Changes within living memory;
- Significant events beyond living memory (e.g. The Great Fire of London);
- The lives of significant individuals in the past (e.g. Mary Seacole); and
- Significant historical events, people and places in their own locality.

Through the development of historical skills and enquiry, **pupils at KS2** will develop a **strong chronological framework** for events in British, local and world history whilst learning about:

- The Stone Age to Iron Age;
- The Roman Empire;
- Britain's settlement by Anglo Saxons and Scots;
- The Viking and Anglo-Saxon struggle for England up until Edward the Confessor;
- A local history study;
- A theme of British history beyond 1066 (e.g. Remembrance of War);



- Achievement of early civilisations (e.g. Ancient Egypt);
- Ancient Greek life, achievements and influences; and
- A non-European society as a contrast to British history (e.g. Benin).

The topic areas covered by each year group are available in the Curriculum Overview for each Key Stage, available on the website.

History may be taught as a cross curricular subject or in discrete lessons and may be blocked over time to enable good coverage of skills and themes. Visits to museums as a family will often help to inspire an interest in the topics that are being studied.

## 7.8 GEOGRAPHY

### **Curriculum intent statement:**

Teaching high quality Geography allows pupils to develop the study of people and places and the interaction between them, creating a curiosity about people and places and preparing them for life in a diverse community and encouraging respect for the environment.

The National Curriculum divides study into the following key themes:

- Location knowledge;
- Place knowledge;
- Human and physical geography; and
- Geographical skills and fieldwork.

The topic areas covered by each year group are available in the Curriculum Overview for each Key Stage, available on the website.

Geography may be taught as a cross curricular subject or in discrete lessons and may be blocked over time to enable good coverage of skills and themes.

## 7.9 ART

### **Curriculum intent statement:**

We aim to provide our pupils with opportunities to express their individual thoughts, ideas and interests whilst developing their artistic skills, taking inspiration from a range of artists and a variety of cultures. Art provides pupils with expressive and creative opportunities to respond to the world around them. We aim to encourage children to find a sense of enjoyment in visual communications, using a range of media to explore ideas.



Art is also a way of seeing into new worlds, evaluating the work of a range of artists from their own and other cultures.

The National Curriculum requires pupils to:

- Use a range of materials to express their ideas in two and three dimensions;
- Improve their mastery of art and design techniques;
- Reflect upon their work and ideas; and
- Learn about great artists, architects and designers in history.

Whilst discrete skills are taught formally, much of the art curriculum is delivered through cross-curricular themes, linking to other areas of study.

Pupils make use of sketch books to respond to and develop ideas, are exposed to a range of art from different periods, cultures and media and work with a range of materials to express themselves.

### **7.10 DESIGN TECHNOLOGY**

“Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values” (National Curriculum 2014).

#### **Curriculum intent statement:**

We aim to create opportunities for our pupils in the wider world by providing them with a chance to develop their capability, combining their designing and making skills with knowledge and understanding in order to create and evaluate quality products. Specific skills in the use of materials and tools are developed and pupils are encouraged to research, design, plan, make and evaluate.

As well as the more traditional Design Technology projects, the curriculum includes:

- Construction;
- Textiles; and
- Cookery.

Design Technology is often taught in blocks of time, rather than weekly, to ensure that projects can be completed, evaluated and stored easily between lessons!





## 7.11 MUSIC

### **Curriculum intent statement:**

We aim for all pupils to participate in a wide range of musical experiences, which enable them to respond to, and make music which reflects a broad cultural spectrum.

Singing is developed in a whole school approach and in individual classes by each teacher as an enjoyable and valuable activity, drawing upon music from both religious and secular domains. As a school, we recognise the importance of group singing for wellbeing.

The National Curriculum for Music ensures that pupils:

- Use voices expressively and creatively in a range of contexts;
- Play tuned and untuned instruments;
- Compose and evaluate compositions;
- Listen to and appreciate a range of music; and
- Develop an understanding of the history of music.

Technology, such as Garage Band, is also used to enhance compositional activities where appropriate.

Music is taught as either a separate lesson or as part of a wider cross-curricular topic according to the needs of the curriculum.

Charanga Music is used as the basis for our music scheme of work, supporting non specialist teachers with a creative and engaging curriculum rooted in essential developmental skills.

Peripatetic music teachers visit each week during the school day and offers Violin, Brass and Cello lessons to pupils in Key Stage 2.

## 7.12 PHYSICAL EDUCATION

### **Curriculum intent statement:**

Pupils are encouraged to engage in regular physical activity through the provision of competitive and non-competitive sports. We aim to inspire healthy young people who are able to follow the rules of a game, develop good sportsmanship and set themselves personal challenges. The PE curriculum promotes health, wellbeing and an active lifestyle.

#### **In Key Stage 1 pupils are taught to:**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;
- participate in team games, developing simple tactics for attacking and defending; and
- perform dances using simple movement patterns.

#### **In Key Stage 2 Pupils are taught to:**

- play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance through athletics and gymnastics;
- perform dances using a range of movement patterns;

- take part in outdoor and adventurous activity challenges both individually and within a team; and
- compare their performances with previous ones and demonstrate improvement to achieve their personal best



We are active members of the Stevenage Sporting Futures Team and enjoy regular competitive sporting opportunities with other local schools. Premier Sports are also employed to enhance the curriculum throughout the school and work alongside school develop to develop skills in key areas.

Regular physical activity is encouraged, not just through opportunities in the formal curriculum but also through materials available during the lunch period. This may include small scale sport equipment, designated areas for football, tennis, netball, basketball and the Golden Mile.

In the Summer term of Year 3, every child has a weekly swimming lesson taught by qualified swimming teachers at the town centre pool. This is continued in the Autumn and Spring Terms of Year 4. The aim is to get children to the National Curriculum standard by the end of a year of school swimming in KS2.

### **7.13 MODERN FOREIGN LANGUAGES: FRENCH**

French is taught from the start of KS2, using specialist teachers on a rolling cycle. Children begin developing oral and aural skills and soon develop reading and writing skills.

#### **Curriculum intent statement:**

The aim is to develop a love for learning another language through listening, speaking, reading and writing. We aim to create a desire to extend their knowledge of languages further as they move through the Key Stage. Children learn about language in the context of culture.

It is expected that there will also be some incidental teaching of French by class teachers between lessons and over time. The subject lead supports staff with regular information and resources relating to French based upon what the children have been learning.

## 7.14 PERSONAL, SOCIAL, HEALTH and ECONOMIC (PSHE) EDUCATION &

Despite only recently becoming a statutory element for the curriculum, PSHE has always been at the heart of our curriculum, preparing pupils for the opportunities, responsibilities and experiences of life.

### Curriculum intent statement:

We aim for our PSHE curriculum to enable our pupils to become healthy, independent and responsible members of society. It aims to help them to understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. It is a subject that enables children to keep themselves safe, happy and balanced in approach to daily life. The subject is used to reinforce a philosophy about dealing with power imbalances, bullying, friendships, eSafety and daily interactions. It is used to encourage effective goal setting and to develop resilience and resourcefulness in approach to common everyday problems, directing pupils towards appropriate support.

This may be delivered in the form of weekly or blocked lessons and includes the opportunity for 'Circle Time' and 'Protective Behaviours' work. As part of our approach to keeping children safe, pupils review their 'hand network' each half term and, through this, are encouraged to think about the individuals that they can turn to when they are in need of advice or support in a range of situations (information about recording a 'hand network' is included in **Appendix 5**).

## 8.0 BRITISH VALUES

The four aspects of 'British Values' are addressed throughout the curriculum and daily life at school.

- democracy;
- the rule of law;
- individual liberty; and
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

They are unpacked further in our 'British Values Statement' which is available on the school website.

## 9.0 MIRRORING OF OUR CHILDREN'S LIVES

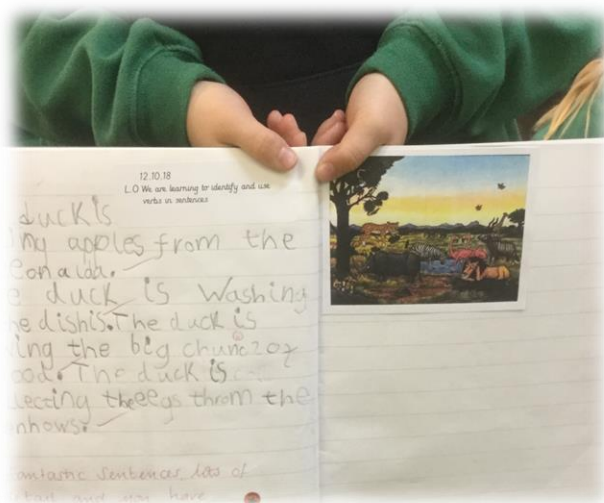
We aim that our curriculum mirrors our children's lives and promotes great aspirations for them. As such we aim that the texts that are chosen for the classroom library and the characters that form part of the curriculum through scientists, artists, architects, authors and athletes etc. are drawn from various background that mirror the ethnic, neuro, educational, social and cultural diversity of our children and their families. We expect that our children's families are mirrored in the images that we present them and the curriculum that we offer.



## 10.0 FEEDBACK and ASSESSMENT

In order for learning to be effective, feedback must be carefully provided in a timely manner. Feedback will be given in a range of forms from a range of individuals: a teacher, a teaching assistant, a volunteer, a trusted peer or even from one's self. It may be written or spoken and there is no expectation as to frequency, however, all learners have the right to relevant and frequent feedback in one format or another. Where verbal feedback is given, there is no expectation that this is recorded, unless the aim is to help the learner or the future assessment procedure. It should always be given in a timely manner and should be sensitive to the needs of the learner, encouraging a growth mindset. It should aim to recognize success, build confidence and bridge future learning necessary for continued success. It may relate to knowledge, skills, attitudes to learning or learning behaviours. Wherever feedback is given, time must be given for pupils to explore, unpack and plan next steps from it. On occasions they may also record their response to it, but this recording may not always be necessary. Evidence of the impact of feedback should be obvious in future learning; this is what we call 'progress'.

There is no expectation that feedback will always be written and there no requirement that each piece of work will be formally marked. It is expected however, that all children will be given regular and timely feedback that will be relevant and enabling for their next steps.



Formal assessments are carried out in reading, writing, maths and science and these are recorded using the Assessment Manager 7 (AM7) tracking system along with HertsforLearning assessment criteria each term. In addition, formal assessments of RE are recorded termly using the Diocesan Standards Framework through the AM7 data collection system. Assessments in the Foundation Subjects of the National Curriculum are recorded at the end of each Year. All formal standards recorded relate to an understanding of 'Age Related Expectations' in each year group.

National Assessments are carried out, according to Government protocols, and subject to LA guidance and moderation, at the end of the Early Years Foundation Stage (Early Years Foundation Stage Profile); at the end of Year 1 in Phonics (Test); at the end of KS1 in Reading, Writing, Maths & Science (all Teacher Assessment); and at the end of KS2 in Reading (test), Writing (Teacher Assessment), Maths (Test) & Science (Teacher Assessment). From 2022, the statutory times tables checked will be carried out in the Summer term of Year 4.

## 11.0 LEARNING BEHAVIOURS

*Effective learning behaviours are essential to the success of our curriculum and are at the centre of all that we do.*

Based upon the research of Professor Guy Claxton, a philosophy of Building Learning Power, underpins our approach to all subjects. Children are encouraged to be **Resilient**, **Resourceful**, **Reflective** and **Reciprocal** in their approach to life, learning and challenges.

Currently the four 'Rs' are used to develop 17 characteristics of learning as follows:

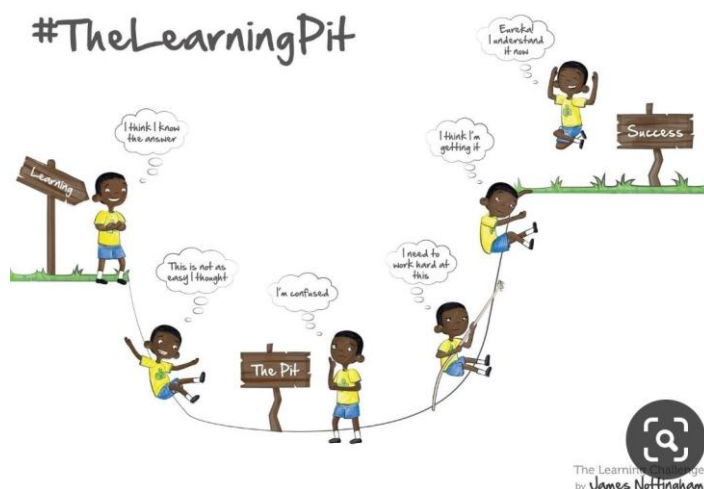
<b>Resilience</b>	<b>Being ready, willing and able to lock onto learning, even in the face of shifting feelings &amp; distractions.</b> <b>Absorption:</b> being engrossed in your learning. <b>Perseverance:</b> keeping going in the face of difficulties. <b>Managing distractions:</b> creating your own best environment for learning. <b>Attentive noticing:</b> immersing self in patterns, details and nuances of what is going on; being perceptive.
<b>Resourcefulness</b>	<b>Being ready, willing and able to be proactive and smart in learning; making flexible use of resources.</b> <b>Questioning:</b> being curious & puzzling things out. <b>Making links:</b> making connections between events & experiences; looking at the bigger picture. <b>Imagining:</b> playing with possibilities creatively. <b>Reasoning:</b> organising systematically and critiquing sensitively own and others' arguments. <b>Capitalising:</b> drawing on all kinds of external resources (books, internet, other people) to support thinking & learning.
<b>Reflectiveness</b>	<b>Being ready, willing and able to be strategic about learning; have a good sense of 'me as a learner'.</b> <b>Planning:</b> thinking about what I will need; future steps. <b>Revising:</b> being flexible as learning progresses; changing ways. <b>Distilling:</b> mulling over learning; taking on board learning for future tasks & being a 'learning coach'. <b>Meta-learning:</b> being able to talk about how we learn.
<b>Reciprocity (relationships)</b>	<b>Being ready, willing and able to learn from and with others, as well as on own.</b> <b>Interdependence:</b> knowing what balance of sociable and solitary suits the learner. <b>Collaborating:</b> being a good team player, able to draw on the strengths of the group. <b>Empathy &amp; listening:</b> being ready to put yourself 'in others' shoes' in order to enrich the learner's experience. <b>Imitation:</b> being open to other people's smart ways of thinking and learning.



## 12.0 THE LEARNING PIT MODEL

(Based upon the work of James Nottingham)

This is used to describe the necessary struggle of learning. Pupils are encouraged to recognise that if they jump over the pit (without the struggle) there has probably been no significant learning.



To have been in the pit and to have drawn on some of the 17 learning characteristics to help scaffold a way out of the pit, is the sign of deep learning. As such mistakes at St Vincent de Paul School are used as new learning opportunities and are seen as a necessary part of the learning struggle.

Staff use this to model to the children how to ensure that learning is deep and to make decisions when they feel stuck in the 'pit'. Over time we hope that children will become more accomplished at using the language of the learning pit model when talking about their approaches to learning.

The Learning Pit is explored in a number of different ways in the classrooms from a traditional pit model to a learning pool with fish or a complex learning assault course.



All models aim to help pupils and staff explore the barriers to learning by using a visual model with common language hooks.

### **13.0 HOME LEARNING**

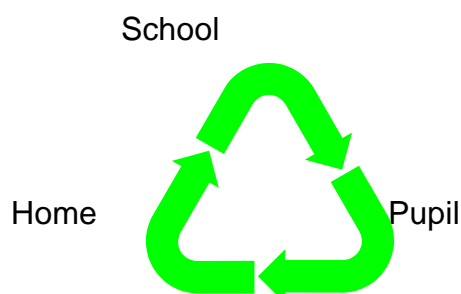


We believe that Home learning is an important factor in a child's education and we hope that parents will encourage children to complete and return their work on time. The homework routine in each class is communicated at the start of each term and will usually involve tasks being set on a Friday which need not be returned until the following Wednesday.

### **14.0 PASTORAL CARE**

The overall Pastoral Care of the children is the responsibility of the Headteacher. The child's immediate needs are catered for by the class teacher, but this responsibility is shared by all staff who try to ensure the happiness and well-being of each child. Children are taught to respect each other, their teachers and all who are associated with the school. They are expected to be well-mannered and courteous, to take pride in their work, their appearance and the appearance of the school. The cultivation of self-discipline and pro-social behaviours is encouraged. The school makes use of the Steps approach to behaviour management; this is a therapeutic approach which aims to unpick and solve problems before they become a significant issue.

### **15.0 HOME SCHOOL AGREEMENT**



As a child enters our school, we ask that they and their family enter into an agreement with us in which we each promise to work together in the best interest of the children's education.

### **16.0 PARENT CONSULTATIONS AND SCHOOL REPORTS**

Parents' consultation evenings are held twice a year, once in the Autumn term and again in the Spring term, when parents can come to school to view their child's work and to discuss their progress and targets with the teacher.

School reports are sent out in the Summer term with an assessment of the progress, behaviour and overall development of the child. In addition to these occasions, teachers are always willing to discuss any worries that you may have by appointment through the school office.

Towards the end of the Summer term we hold an Open Evening where parents and children are invited to visit all areas of the school.



## **17.0 SPECIAL EDUCATIONAL NEEDS**

It is not uncommon for children to experience some specific difficulty during their school career, and all our teachers are aware of this. If any concerns arise, these are shared with parents. Extra encouragement from home and inside the classroom with teacher or Teaching Assistant help is often sufficient to help the child over the difficulty.

If the teacher or parent is still concerned, more detailed differentiated work is planned, and extra help, either from our Special Needs Co-ordinator (SenCo), Mrs Curry, or Teaching Assistant, will be allocated to the child.

Overall, sympathetic teaching and the awareness that each child is an individual with different needs help to make our school an effective learning place for all children.

## **18.0 SCHOOL TRIPS AND CHARGES**

Throughout the school, children are taken on trips which are considered to be an important part of their education and we ask parents to make a contribution towards the cost of these visits. These contributions are voluntary and no child will be excluded from any trip or visit on the grounds of the parents' inability to pay.

We must, however, make it clear that the activity will be cancelled for all children if we do not receive sufficient contributions towards the cost.

We may make charges to cover the cost of materials used in cookery, sewing and model making; the finished item may then be taken home.

If any charge cause difficulty, please do not hesitate to contact Mr White. This will, of course, be treated in the strictest confidence.

## **19.0 SCHOOL BUILDING FUND**



Our school has 'voluntary aided' status which means that although we are in the state system, we can retain our traditions and organise our school on the basis of the teachings of the Church.

In return, we are required by law to raise at least 10% of the cost of developing and maintaining the school buildings.

This fund is called the 'School Building Fund' and relies on the financial support of the parents who decide to send their children to our school. You will receive more information about this when your child starts school.

## **20.0 SCHOOL UNIFORM**

We do expect all our children to wear school uniform. We ask for parents' co-operation to ensure that their children come to school in the correct uniform, clearly marked with the child's name.

Full details are in the Parents' Handbook.

## **21.0 CLUBS**

We run several clubs and activities during lunchtimes or after school. These are offered according to interest shown and facilities available. At the moment they include Boys and Girls football, netball, gymnastics. Book Club and Choi Kwang Do.

## **22.0 BREAKFAST CLUB**

This operates every morning in the KS1 hall and is run by the school. Please contact the school office for further details.

## **23.0 THE COOL AFTER SCHOOL CLUB**

There is an After School Club which currently operates in the Infant Building, run by a 'not for profit charity.'

Please call into the school office for contact details.

## **24.0 PARENT STAFF ASSOCIATION**

The school has a thriving PSA which contributes greatly to the school. Successful social events are organised which help to foster the community spirit of the school.

Many of the events are excellent fund-raisers, allowing the PSA to contribute materially to the resources of the school. Meetings are also a forum for discussions about aspects of school life.

All parents are warmly invited to join the PSA or simply to attend meetings. It is a good way to get to know staff and other parents and if you would like further details, please contact the school office.

## **25.0 SAFEGUARDING CHILDREN**

The school works in partnership with parents to support children in every way possible. Government guidance "Safeguarding Children in Education" highlights the school's role in protecting children from abuse and places a clear responsibility on schools to ensure that they work together with other agencies to safeguard and promote the welfare of all children.

***"All parents need to understand that schools have a duty to safeguard and promote the welfare of children who are their pupils/students, that this responsibility necessitates a Child Protection Policy and procedures and that a school or institution may need to share information and work in partnership with other agencies when there are concerns about a child's welfare."***

**DCSF-2010**

As a result, if concerns are raised within the school or a child, parent or staff member reports a situation involving a possible allegation, we are duty-bound to refer the case to Hertfordshire County Council.

Mr White is the Designated Safeguarding Lead for child protection and Mrs Sherry is the Deputy Safeguarding Lead. With three other senior members of staff (Mrs Curry, Mrs Hargrave and Mrs Blythe), these make up the Safeguarding Team.

Mrs Geraldine Cartwright is the nominated governor for child protection issues. They can all be contacted on 01438 729555.

Our school's Child Protection Policy is available on the school website. Any member of our Safeguarding Team will be happy to discuss any questions or concerns parents/carers may have about child protection policies, procedures and practice. We are also available to advise on any safeguarding concerns that you may have.

## **26.0 CONCERNS AND WORRIES**

No matter is ever too big or too small for us to deal with. The school operates an open-door policy and we encourage you to make contact with your child's teacher as soon as a concern or worry begins to arise. A phone call after or before school is usually the best method or catch the teacher at the end of the school day.

Please do not let a small concern grow over time – often there is a simple solution as long as we know about it! If you are concerned about any aspect of your child's school life, please first draw the matter to the attention of the class teacher. If the matter is not resolved, making contact with the Key Stage Assistant Heads. If necessary, the matter can then be referred to the Headteacher or the Deputy Headteacher.

In the rare instances that we have not been able to resolve a complaint to your satisfaction, there is a formal complaints procedure. Policies are available on the school website.