



Curriculum Policy



Spring 2023



“Shine like a lantern in the presence of the Lord.”

Introduction

The school's curriculum is the body of knowledge and skills pupils learn while at St. Bede's Catholic Primary School. It is best explained through the answers to three questions:

1. What should children know by the time they leave our school? What should they be able to do? **INTENT**
2. How do we deliver our curriculum? **IMPLEMENTATION:**
3. How do we know how well pupils have learnt our curriculum and whether they are ready for the next stage in their education as a consequence? **IMPACT:**

(A) INTENT

We want to see our pupils thrive as successful learners through high quality teaching of our knowledge led curriculum. We aim to develop independent children who are sufficiently ambitious and confident to make good life choices. We encourage our pupils to relate well to one another with empathy and honesty. We aim to meet the needs of all learners through our curriculum, challenging them and enabling them to think critically and problem solve. We want all pupils to know the best of what has been thought or said, thus having the knowledge, skills, behaviours and attitudes **to keep moving forward**. We want all our pupils to be able to read well.

(1) St. Bede's Curriculum Drivers

Our aim is to provide an excellent teaching and thus learning in all subjects of the **National Curriculum**. Further to this, as a school we have identified **three ways** in which we aim to make our curriculum more relevant or accessible to the children who attend our school. We aim to reflect:

- **the ethnic and cultural diversity of our community**

We want to ensure our children have equally high self-esteem and respect for all those they will meet in life. In this way we aim to make a contribution to wider social change for the better. Racially literate pupils will surely enhance society. Our school is an anti-racist space. We do not measure people's choices and attitudes or judgements by the colour of their skin, their heritage or cultural values;

- **the disadvantaged start some of our children have in wider life, when compared to some of their peers**

Not all of our parents appear to be able to give their children the start in life they or others might want for them. Some children need financial support with providing their child resources (including IT), enabling them to attend trips or visits, paying for extra-curricular club fees; and, practical assistance with supporting children's learning out of lessons – whether it be helping them with their homework, providing a comfortable space in which to work at home, listening to them read regularly or learning maths facts and spellings by rote;

- **our local area's 'story'**

Chadwell Heath was first mentioned in 1254. A hamlet, it grew in size to its present population of around 25,000. It can boast a significant connection to two well-known events of the last century: the sinking of RMS Titanic in 1912 and the Battle of Britain (and Blitz) in 1940/1. In terms of the former, Chadwell Heath was the last residence of Eva Hart – the last survivor of the sinking of The Titanic to die. As regards the former, it was the site of one of the anti-aircraft batteries built to protect London.

(2) Learning Values

Our three key learning values – the '3 Cs' - were chosen to draw attention to those behaviours we believe most vital for all our particular children to become excellent learners. These are best taught, recognised and celebrated by members of staff, peers and parents – whenever we see them!

Communication

- Sharing your own ideas and thoughts.
- Being honest in difficult situations.
- Being able to explain the work and achievements of which you are most proud.
- Sharing hobbies and other interests.
- Helping others by sharing your knowledge and skills.
- Fully participating in lots of activities.
- Telling a member of staff if you see something unkind happening.

Curiosity

- Attentively listen to and look at other people when they speak.
- Accepting of others' opinions and differences.
- Building upon another person's ideas.
- Asking different kinds of questions.
- Articulating own ideas with evidence and justifying a point of view.
- Thinking critically about other people's views.

Collaboration

- Helping others.
- Keeping your classroom tidy.
- Being on time for lessons and events.
- Looking after the school's and other people's property.
- Being an active participant in lessons during partner and group work.

(3) Cognitive Skills

As described in the Ofsted Inspection Handbook, ‘Learning can be defined as an alteration in long-term memory.’ If nothing has altered in long-term memory, it might be argued that nothing has been truly learned. However, the successful transfer of knowledge and skills into long-term memory depends on presenting new knowledge in logical, sequenced and manageable chunks that are routinely revisited, or **rehearsed**. At St Bede’s we liken this to the circus performer of days gone by who in order to successfully spin an ever-growing collection of plates on poles, would need to give plates already spinning an extra ‘nudge’, in addition to placing additional plates on more poles and making them spin too. ‘Spinning plates’, is the **St. Bede’s Way** – it effectively symbolises what you have to do in order to effectively ensure something is not only stored in our long-term memory but it can be retrieved.



In order to deepen and widen understanding, pupils are enabled and encouraged to connect new knowledge with existing knowledge. Pupils also need to develop fluency and reach a stage where they can often demonstrate ‘unconscious competence’ with much of the knowledge and many of the skills that they have encountered.

As part of our efforts to ‘spin plates’, the children are conversant with the ‘**3 P’s**’. Teachers will from time-to-time begin lessons with three different tests of the children’s long-term memories: a question that draws upon knowledge that has been taught as part of the **present** unit of work in the previous day, or days or weeks; a second that recaps knowledge taught in the **previous** unit of work, last half-term; and, a final question that draws upon knowledge taught in another **past** unit, often from another year within the Key Stage, or indeed another Key Stage.

We aim for pupils to learn to apply their knowledge and value the following cognitive skills:

evaluating

analysing

reasoning

processing

creative thinking

applying

critical thinking

problem solving

making connections

(B) IMPLEMENTATION

Our provision is informed by educational research into effective teaching practices and cognitive science on how knowledge and understanding are acquired. Our approach is made explicit in our Teaching and Learning policy.

- Teachers have deep knowledge of the subjects they teach and develop in pupils well-connected networks of ideas (schema).
- We aim for pupils to be able to connecting new knowledge with existing knowledge so they have fluency and can often display unconscious competence.
- Teachers must assess learning and provide timely feedback, address misconceptions and adapt teaching as needed.
- Pupil groupings are sometimes made according to ability to allow the same work to be tackled at a different pace.
- The classroom climate and culture is calm with the expectations that all pupils will achieve.
- All pupils are involved in the lesson. Teachers ask lots of questions by cold calling using lollipop sticks and targeting pupils for responses.
- We aim to develop strong partnerships with parents and carers that influence good attitudes to learning at home and school.
- We advocate explicit instruction and give opportunities to apply knowledge and practise skills and apply knowledge – talk/do/talk/do.
- We use continuous formative assessment to enable children to improve their work.
- We value pupils understanding more and remembering more.

Organisation

(i) Curriculum Principles

- Balanced, each subject has sufficient time to contribute effectively to learning
- Provide high quality texts
- Prioritise the teaching of reading first and foremost
- Motivate children to read –praise them when they do

- Provide opportunities to revise using Fact Books
- Ensure appropriate sequencing of concepts and progression of knowledge and skills
- Aim to close the vocabulary gap by teaching new words through teachers using a wide range of vocabulary when talking to children and exposing children to challenging texts

(ii) **Planning and Delivery**

To safeguard continuity and progression, we deliver the curriculum in separate subjects. A half-term will encompass one or more units of work within a subject. One of a half-term's subject's unit or units will be chosen to be that half-term's **project**. A project is distinct in that it will link two or more subjects by theme.

Core subjects: English, Maths, Science and RE

Foundation subjects: History, Geography, Religious Education, PHSE, Computing, Art and Design, Design and Technology, Music and French

The classroom whiteboard will display each lesson learning objectives (**I can...**); success criteria (**I have...**); key vocabulary; and, context.

(iii) **Wider Curriculum**

- Educational visits including a residential opportunity
- Assemblies and performances
- Welcoming visitors to the school who we can learn from
- Valuing opportunities for learning outside the classroom
- Charity events led by pupils
- Promoting Spiritual, Moral, Social and Cultural development
- Every child visits sites of historic, spiritual and cultural importance

(C) **IMPACT**

Our curriculum has an ambition for high achievement, given potential, for all pupils irrespective of background or starting point.

This achievement is represented in three key areas:

IMPACT 1: Exceptionally High Standards and Progress

- Pupils consistently attain and make progress far higher than national expectations.
- Assessment shows that knowledge and skills acquired through education and experiences are well sequenced, progressive and coherent.

IMPACT 2: Inspiring Excellence

- Pupils are confident and successful learners, demonstrating our learning values, cognitive, physical, social and emotional skills.
- The curriculum framework is designed to give disadvantaged pupils access to the knowledge they need in order to succeed as well as their peers.
- Strong provision and outcomes for SEND pupils.

IMPACT 3: Personal Development

- Pupils follow Christ.
- Pupils demonstrate the 'St Bede's Way' – a set of behaviour and attitudes that are particular and exceptional.

Contextualising Learning

We aim to make links between subjects where it is purposeful to do so.

We do this because we want children's understanding to be deep. In addition, we think they are more likely to understand something if it is contextualised and fun to learn about.

Each half-term, one of the subject units of work is chosen to be our project focus. Where we link other units to that chosen unit, we do so. The children tell us they enjoy having a project as their focus for each half-term.

Roles and Responsibilities

The headteacher has responsibility for the leadership and management of our curriculum: and for monitoring (easy), and evaluating (harder) its provision – authority is delegated to subject leaders to undertake these tasks in order that he might fulfil this responsibility.

Curriculum leaders strive to ensure the quality of the content and delivery of their subject through continual monitoring (easy) and evaluation (hard, developing provision through keeping up-to-date with curriculum developments. As a result, they change provision and provide additional support, guidance and INSET, where necessary; managing efficient resource management; and, tracking children's progress and ensuring that there is appropriate challenge, support and intervention.

Class teachers ensure that learning objectives are realised, feeding back to pupils where they have done well and where further improvement or development is desirable.

The governors monitor the success of the curriculum at governing body meetings through the headteacher's report and direct feedback in rotation with subject leaders.

A Word about Mastery ...

We do not always find the term 'mastery' helpful. It can mean different things to different people, and some of what it means, we do not subscribe to. Specifically, we do not believe that all pupils should move through the same programme of study at the same pace. Neither do we believe that all pupils will master national expectations by the time they leave our school, or that they are capable of doing so. The vast majority yes, but not always all.

We do not doubt that much of learning – especially skills – is sequential and that fundamentals should be secure before more advanced knowledge and skills are explored.

Review

This policy is reviewed by staff and governors at the start of each school year and when the need arises.