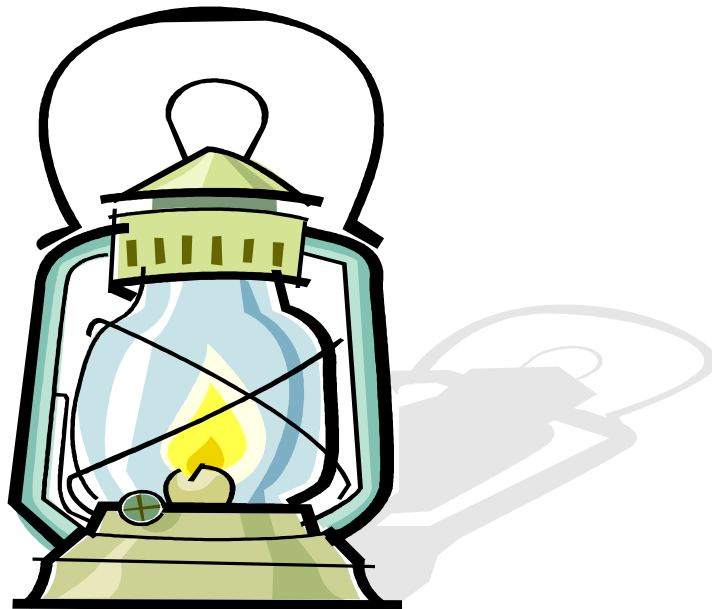





Curriculum Policy



“Shine like a Lantern in the presence of the Lord”

Approved by:	Head Teacher	Date: 04 – 09 – 2023
Signed		
Last reviewed on:	Autumn 2023	
Next review due by:	Autumn 2024	
STATUTORY		

CURRICULUM INTENTIONS

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. **Intent:** What should children know by the time they leave our school?
2. **Implementation:** How do we teach our curriculum?
3. **Impact:** How do we know how well pupils have learnt our curriculum?

INTENT

We want to see all our pupils thrive as successful learners through high quality teaching and a knowledge led curriculum.

We aim to develop independent, thinking children who are ambitious and confident enough to make **good** life choices.

We encourage our pupils to relate well to one another with confidence, care, openness and respect. We aim to meet the needs of all learners **through** our curriculum, challenging them and enabling them to think critically, problem solve and undertake learning at a deeper level.

We want all pupils to develop Cultural Capital to have the **knowledge, behaviours and skills** to face **their** future with confidence.

We want all pupils to be able to read well.

CURRICULUM DRIVERS

Our aim is to provide an excellent teaching and learning in all subjects of the **national curriculum**. Further to this, as a school we have identified **three areas** in which we aim to provide an excellent quality of education:

RACIAL AND ETHNIC DIVERSITY

As a school, we want to make a contribution to wider social change and we aim to do so by making our pupils racially literate. Our school is an anti-racist space.

MENTAL HEALTH

We want to ensure our young people are able to describe their feelings and thoughts and to recognise at an age appropriate level what they can do to help manage their anxiety. We do this through therapy, meditation and mindfulness programmes.

SPIRITUALITY

The spiritual dimension involves exploring the key principles, beliefs and values that give meaning and purpose to the children's lives. It is about living in a way that is consistent with their "world view," while also being tolerant of others who hold different beliefs and values. We do this through the religious education lessons we provide and our worship and wider curriculum.

Each of these meets the needs of our community.

LEARNING VALUES – INSPIRING EXCELLENCE

Our **learning values** were created to draw attention to **key behaviours** needed for children to become excellent learners. These are best taught, recognised and encouraged by **members** of staff and parents.

Independence

- Using self-help **before asking a teacher for help**.
- Looking up words in a dictionary for spellings.
- **Completing** a difficult task.
- Doing **your** homework without any help or reminders.
- **Always having a reading book, PE kit and musical instrument.**

- Learning how to tie shoe laces and your own tie.
- Using initiative by answering **bubbles** without needing prompts.

Appreciative

- Saying please, well done, congratulations and thank you to other children and adults.
- Doing something nice for someone for no reason at all.
- Opening doors for others.
- Sharing things with others.
- Paying compliments.
- Appreciating kindness and actions of those around you.
- Organising and running events for charity.

Communicative

- Sharing your own ideas and thoughts.
- Telling the truth in difficult situations.
- Being able to explain what work and achievements you are proud of.
- Sharing hobbies and accomplishments.
- 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.

Determined

- Not giving up when faced with challenges.
- Sharing your out-of-school achievements and what you are determined **about**.
- Finding out how to improve your own work.
- Trying different strategies when things go wrong or not to plan.

Curious

- Attentively listen 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

Collaborative

- 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.

Resilient

- Being determined not to give up even when things become hard
- Being honest, even when it is not easy to do so.
- Trying different strategies when things go wrong or not to plan
- Bouncing back when facing a problem or difficulty
- Showing empathy and understanding towards others
- Being positive and finding solutions to problems

COGNITIVE SKILLS

As well-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, nothing has been learned. However, transfer to long-term memory depends on constantly spinning plates in the St. Bede’s Way. In order to develop understanding, pupils connect new knowledge with existing knowledge. **Pupils also need to develop fluency and reach a stage when they can often demonstrate unconscious competence.**

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

Evaluating	Processing
Analysing	Problem-solving
Reasoning	Creative thinking
Applying	Making connections
Critical thinking	

TEACHING 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 can excel.
- All pupils are involved in the lesson. Teachers ask lots of questions by **cold calling 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 direct instruction and practising skills and applying knowledge – talk/do/talk/do.
- We use spaced **repetition to combat the forgetting curve – we call this spinning plates**.
- We use continuous formative assessment to enable children to **improve their work**.

- At the start of each lesson, we recap prior learning – often through quizzes.
- We value pupils knowing more and remembering more.

ORGANISATION

Our full school curriculum comprises an entire planned educational experience.

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**

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

Core subjects: English, Maths, Science

Discrete subjects taught by class teachers: History, Geography, Religious Education, PHSE, Computing, Art and Design, Design and Technology, French

Discrete subjects taught by specialist staff: Music and RE

IMPACT

Our curriculum has an ambition for **high achievement** 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 – behaviour and attitudes that are exceptional**

EVALUATION

We regularly review how well our curriculum intent enables consistent high achievement.

High Quality Outcomes

- How well are children learning the content outlined in the curriculum?
- Is there evidence that pupils are making connections between 'old' knowledge and 'new' knowledge and between knowledge acquired across the curriculum?
- Are teaching expectations high?
- Are pupils challenged to evaluate their learning?
- Is assessment purposeful, efficient and used to shape **future learning**?

Curriculum content is coherent

- Do teachers respond to educational research?
- Is teaching adapted to reflect pupils' needs?
- Does assessment enable teachers to check that children have acquired the knowledge they need for subsequent learning?

Mastery

- Is the curriculum sufficiently challenging and appropriate for all?
- Does pupils' work show that tasks are rich and allow pupils to show high standards?
- Is teaching sequenced so that pupils master the fundamentals and then acquire more detailed knowledge?

Embedding knowledge and skills

- Planning allows pupils opportunities to build long-term **knowledge and understanding so that they can they apply cognitive skills such as analysis, evaluation, and problem solving?**
- **Evaluate what knowledge and skills pupils have gained against expectations?**
Is each subject valued and taught **progressively?**
- **Are there coherent links that increasingly challenge and embed knowledge and skills.**

Being part of a community

- Are the rich resources within the local community and environment maximised?
- Do pupils learn from others?
- Do pupils engage with the local community, national and global issues?
- Are pupils able to relate their values and experiences to British Values?

Roles and Responsibilities

The **Head Teacher (core)** and Deputy Head teacher (foundation) share responsibility for the leadership of the curriculum and for monitoring its provision. **Working alongside curriculum leaders, they have the responsibility for developing and updating the curriculum as necessary.**

Curriculum Leaders are responsible for ensuring the content, delivery of their subject, for monitoring provision, keeping up-to-date with curriculum developments, providing support,

guidance and INSET where necessary, providing efficient resource management, monitoring children's progress and ensuring that there is appropriate challenge, support and intervention.

Class teachers ensure that the curriculum is well-planned in the short-term and that learning objectives are realised.

The Governors monitor the success of the curriculum at Governing Body meetings through the Head teacher's report and direct feedback from leaders.

REVIEW

This policy is monitored through:

Regular scrutiny of children's work

- Regular monitoring and evaluation of planning
- Evaluation and analysis of assessment data
- Lesson observations to monitor the quality of teaching and **implementation** of planning
- Pupil interviews and questionnaires

This policy is reviewed by staff and governors at the end of every term.