



St. Therese of Lisieux Catholic Multi Academy Trust Curriculum Aims and Values. Intent * Implementation * Impact

Intent:

The breadth of our curriculum is designed around our Trust Mission which ensures that the Gospel Values permeate everything.

Faith Love Forgiveness Compassion Hope Justice Trust Service

Within our mission we have developed eight curriculum drivers that shape our curriculum, bring about the aims and values of our schools, and to respond to the particular needs of the communities within our Diocesan Trust.

- 1) To give pupils appropriate experiences to develop as confident, responsible citizens;
- 2) To provide a coherent, structured academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.
- 3) To give pupils a broad and balanced curriculum, knowledge embedded and skills based.

Implementation:

A coherently planned academic curriculum:

Underpinned by our Trust and individual school and Gospel values (including Fundamental British values), curriculum drivers, learning habits, our academic curriculum uses either the EYFS or the National Curriculum as the basis for content and expectations. We have structured this so that each year group has:

- a) A clear list of what must be covered (curriculum maps/overviews).
- b) A clear progression grid for each Key Stage.
- c) Rationales to demonstrate between ages and stages.

Curriculum maps for each year group ensure that each teacher has clarity as to what to cover. The curriculum is successfully implemented to ensure pupils' progression in knowledge and the development of transferable knowledge for each subject in order to shape pupils as, for example, historians, geographers etc.



Our curriculum design is based on evidence from cognitive load science; three main principles underpin it:

- 1) Learning is most effective when spaced rather than blocked.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content

Impact

The impact of our curriculum is that each child meets Jesus and grows uniquely in God's love so they reach their full potential: spiritually, academically and personally. We aim that by the end of each Key Stage, the vast majority of pupils have sustained mastery of the content, ensuring that they develop a wealth of vocabulary through their knowledge and understanding of the world in which they live.

Curriculum Intentions	Intent	We ensure that every child feels:		A Sense of Belonging		Valued for who they are		Respected			
		The St. Therese Little Way:		Christ at the Centre	Development of the whole child	Outstanding Provision	Community	Safety and Well-Being	Culture of Excellence		
Teaching Intentions	Intent	The vision of the curriculum across our Catholic Multi Academy Trust.		We ensure the development of the whole person, so that all may attain their eternal destiny and at the same time promote the common good of society. We encourage pupils to Encounter Jesus, Discipleship and Missionary Discipleship.	We use the national curriculum guidelines in order to develop the knowledge content of the curriculum, but our aim is to make the curriculum relevant and exciting to our pupils, with purposeful outcomes that they care about achieving.	We aim to develop a caring Catholic Community based upon the life and example of Jesus Christ, which envelops the life and lives of everyone and everything in our school.	We want our children to have a love of learning, feel passionate and have ownership of the outcomes.	We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.	We encourage our children to share their learning with each other, their families and the wider community. To understand our British Values and to value and learn from others around us.	We are preparing our children for their future adult lives, whatever they may be!	
		Our Teaching Intentions are:		Purpose of the learning is made explicit leading to outcomes.	That pupils become explorative, questioning, creative independent learners.	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements	Valuing everyone's work at whatever ability.
		Our Teaching Values:		FAITH	JUSTICE	TRUST	FORGIVENESS	LOVE	HOPE	COMPASSION	SERVICE
Saint Norbert's	Implementation	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.		Teaching is based on a clear understanding of cognition, metacognition and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Developing strong partnership with parents and carers that influence learning at school and home.	Teachers empower children to take control of their own learning.	
		We see our curriculum as a mechanism for progression in each subject to enable all children to fully develop an holistic education and life skills which will enable them to be ready for their next phase. Our aim is to fully prepare the children to be happy, fulfilled and successful. We are interested in them achieving highly academically, but we also		RE	English	Mathematics	Science	History	Geography	Art	
		Design and Technology / STEM		PSHE	Music	PE	MFL	Computing	RSE		
		Specialist Roles: PE / Health Mentor, Music tuition		Sports: Hockey, Football, Swimming, Rugby, Gym, Outside Gym, Tennis, Badminton, Dodgeball, Dance, Athletics, Rounders, Adventure and Young Leadership.			Outdoor Provision: Outdoor areas and Outdoor Classroom, Prayer Garden, gardening area, Outdoor Gym Equipment, Adventure Playground		Before and After school: Sports Clubs (all ages), Booster Club (Y6), Gardening Club, Art and Craft clubs, Breakfast Club, Goldstar out-of-school Club		
		Interventions:		Drawing and Taking Therapy, Speech and Language, Classroom Movers, Occupational Therapy, Phonics, Art Therapy, Named Person, Playground Leaders – Good Buddies, Attachment, Self-regulation, Maths, Fine Motor Skills, Emotional Literacy, Reading, Writing, Rainbows Bereavement, RE, Handwriting, Transition, Social Stories, Friendships, Dyslexia, Gross Motor, Sensory Circuits.							



		<p>ensure that their education enables them to be 'well-rounded'. We give them many opportunities to develop their talents. We enjoy serving our community, understanding our own culture and that of others. Spiritual development is very important to us and we also encourage our children to live by the Gospel values, treating others as they themselves would like to be treated. Welcoming others with good manners and respect is a daily part of our school life.</p>	<p>Enrichment:</p>	<p>Collective Worship, Prayer Groups, Eco Ambassadors, Remembrance Day, Holocaust Memorial Day, Harvest Festival, Christmas whole-school performances, CAFOD, Safer Internet and E-safety, World Book Day, National Poetry day, other religious festival awareness days, Patron Saint's Days, Other Faiths visits and visitors, reflection time, adoration, charity support, sports day, Heart that Sees, PGL residential, National School Sports Week, Sports Day, School Games Day, PHSE visits and visitors (e.g. Police drugs talk, Crucial Crew), Safety Days, NSPCC Workshops, STEM Ambassadors, Rights Respecting Conferences and curriculum, Speech and Drama, Music Festival, Lincolnshire Show, Big Bang Fair, Local MP, Police, Fire Service, School Nursing Team, Evolve Health Mentor, Global School curriculum, visiting artists</p>
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Impact		<p>We have high aspirations for all pupils. We acknowledge the part that we play in pupils' social mobility; our rich curriculum tradition ensures that pupils who are disadvantaged in any way enjoy parity with their peers. We have designed our curriculum to provide a breadth of experiences. We are passionate; we pursue excellence and ensure that children are equipped with the skills to succeed.</p>	<p>Learning in our school allows pupils to use their imaginations, have ideas, generate multiple possible solutions to problems, communicate in a variety of ways and in general "think outside the box".</p> <p>We strive to enable our pupils to develop the capacity to assess and improve work, sustain effort over time, exceed what they thought was possible and collaborate well with others to combine ideas and approaches.</p>	<p>We want children to apply their creativity by making choices about what and how they will learn, negotiating about the curriculum and being involved in generating possibilities and making decisions.</p>	<p>We will achieve this through providing a creative and challenging curriculum which motivates and encourages all children to reach their potential. We will provide a framework that allows children to encounter opportunities requiring resilience, perseverance and self-determination to grow and become responsible independent learners. We will work closely with families - who are the primary educators - to foster continued close local and Parish community links for the benefit of all.</p>
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Evaluation	Impact	<p>We regularly review how well our curriculum goals promote and enable achievement.</p>	<p>High Quality Outcomes</p> <ul style="list-style-type: none"> Has the learning journey led to a purposeful outcome or product? Do children have ownership of the outcomes? Do the pupils experience a taste of the best that has already been achieved? Do relevant contexts stimulate high quality outcomes for English and Maths? Are teaching expectations high enough? Are there clear assessment criteria? Are pupils challenged to think about and to evaluate their learning? Is assessment purposeful, efficient and used to shape future learning? 	<p>Curriculum Content is Responsive and Relevant</p> <ul style="list-style-type: none"> Are pupils able to connect local, national and global contexts for learning? Do children experience enjoyment in their learning? Do teachers respond to and apply educational research? Are the rich resources within the local community and environment being maximised? Are tasks adapted to reflect current affairs and technological / environmental changes? Is AfL and Quality First Teaching responsive and effective? 	<p>Mastery for all / Challenges for all</p> <ul style="list-style-type: none"> Is the curriculum sufficiently challenging and appropriate for each child's needs? Are there opportunities to develop a deeper understanding of the learning values? Are there high expectations for all? <p><i>We evaluate through curriculum outcomes, book scrutiny, pupil conferencing and assessment.</i></p>	<p>Embedding Knowledge and Skills</p> <ul style="list-style-type: none"> Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the school? Are knowledge and skills (K&S) carefully planned in learning components? Are there coherent links within projects that increasingly challenge and embed K&S? Do children have opportunities to embed their knowledge and skills in the curriculum? What knowledge and skills have pupils gained against expectations? Is each NC subject given integrity and taught systematically through each Key Stage? 	<p>Being part of a Family and a Community</p> <ul style="list-style-type: none"> Does the curriculum engage pupils to be part of a family of learners? Do children share their learning with others? Do children learn from others? Are our school values explicitly taught and do these prepare children for their future lives? Do pupils engage with local community, national and global issues? Are pupils able to relate their values and experiences to Fundamental British Values? 								
		<p>How we measure our success.</p>	<p>We make use of a range of resources to conduct Pupil Progress Meetings, work scrutiny, lesson observations, pupil interviews, staff interviews, Learning Walks. Feedback from monitoring is used to inform work with Governors to evaluate standards.</p> <table border="1"> <tr> <td>Moderation</td> <td>RE, R,W,M Tracking Data (O-Track)</td> <td>Awards</td> <td>Stakeholder's Voice – pupils and parents</td> <td>Self-Assessment</td> </tr> <tr> <td>Speech & Language assessments</td> <td>Social Skills / Rights Respecting</td> <td>Work Scrutiny</td> <td>Foundation Subject Assessments</td> <td>Learning Walks</td> </tr> </table>					Moderation	RE, R,W,M Tracking Data (O-Track)	Awards	Stakeholder's Voice – pupils and parents	Self-Assessment	Speech & Language assessments	Social Skills / Rights Respecting	Work Scrutiny
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		Director of Performance and Standards visits	Lesson Observations	Discussions – Staff/Pupils/Parents	Director of Performance and Standards Reports	Governor Monitoring Visits and reports
		Pre Key Stage Standards	Test results	Comparison to National Data	Comparison to Local Data	Visitor feedback