

If children don't remember what we have taught them, then even the richest curriculum is futile. Remembering knowledge is progress. So, as well as including the richest, best material in our curriculum, we have structured it in a way that makes remembering almost inevitable.

Our Lady
of the
Rosary
Catholic
Primary
School



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Overview of events of the year

1. Policy aim

The aim of this policy is to outline Our Lady of the Rosary Catholic Primary School's approach to and expectations for teaching and learning across the curriculum and the means by which it strives to achieve outstanding teaching and learning practices.

Our Lady of the Rosary Catholic Primary School is a school that centres on children; what they need, how they learn and how they develop. Our children are happy and secure at school and the ethos of putting children first is reflected in every aspect of our day-to-day practice. Our mission statement 'Christ at the centre, children at the heart' is lived out everyday and is the centre of everything we do.

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils have a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed. Through this policy, we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

We believe that children have a RIGHT to receive outstanding teaching, to enable them to access outstanding learning.

3. General principles underlying this policy

Our Lady of the Rosary Catholic Primary School's staff share and uphold the values and principles set out in this policy.

Academic staff receive training, guidance and support, enabling them to contribute to the provision of an outstanding curriculum and outstanding teaching and learning at Our Lady of the Rosary Catholic Primary School, as set out in the group of curriculum policies and procedures that support this policy.

The children are encouraged to behave in a manner that facilitates their learning, development and progression.

4. Our Lady of the Rosary Catholic Primary School's purpose

Our Lady of the Rosary Catholic Primary School's purpose is to prepare our pupils for life in a global society and success in a global economy, enabling them to realise their potential through a varied learning experience.

- We ensure that curriculum coverage is broad and balanced and provides pupils with many opportunities to enhance their learning through educational visits and engaging activities.
- We enable pupils from all nationalities, backgrounds and abilities to reach their maximum potential, academically and as individuals, achieving the best possible results which will eventually result in a rewarding career in their field of choice.
- We provide innovative approaches, diversity and breadth of programmes, outstanding teaching and learning and strive to transform the educational experience of every individual.

5. Our Lady of the Rosary Catholic Primary School's context

Our Lady of the Rosary Catholic Primary School's pupils are aged between 2 and 11 year's old. Our academic policies recognise the diversity of our student body and provide an effective operating framework to support and stretch our pupils. Our Lady of the Rosary Catholic Primary School represents the first experience of education for many of our pupils and, as such, our teachers act as key role models

in shaping a positive attitude to learning and subsequent success.

Our Lady of the Rosary Catholic Primary School academic policies should be read in conjunction with the full range of curriculum and welfare policies.

6. Our Lady of the Rosary Catholic Primary School rationale

At Our Lady of the Rosary, we believe that the curriculum should enthuse, engage and motivate children to learn and foster their curiosity and enthusiasm for learning.

We believe that children learn best when activities are well planned, ensuring progress in the short, medium and long term.

We also believe that learning is at its peak when the learning environment is ordered, the atmosphere is purposeful, and the children feel safe.

Our curriculum offer has been adapted to ensure that learning is fully embedded through meaningful first-hand experiences and meet the needs of the pupils. Extensive research has been carried out (EEF, Ofsted, Sutton Trust, NFER) and our curriculum offer will allow individual teachers considerable authority over classroom practice. The offer will be measured termly and evaluations on how well the initiative improves the education and life chances for the children will be measured. Adjustments will then be made based on evidence and further research.

In essence, the core subjects, RE, English, maths and science will continue to be taught as discrete lessons, however, they will also be entwined into the foundation subjects, history, geography, art and design, design technology, modern foreign languages and physical education. The curriculum offer supports children's SMSC development.

7. Curriculum coverage

Class structure will be set out in advance to allow for the children to experience more real-life situations, they will leave the confines of the classroom more regularly and will use their learning in more meaningful conditions. At Our Lady of the Rosary Catholic Primary School, every pupil will be provided with the opportunities, resources and support they need to fulfil their academic potential.

The changes will allow the children to build up their knowledge in history and geography, e.g. starting locally, then nationally before studying international topics. See long-term plan for additional information. The whole school will be working coherently; display work and assemblies will allow for the learning to be embedded deeper. The teaching will build on previous learning will afford children opportunities to review what has been learned. Our curriculum has built into it many enrichment opportunities. Whole school events and learning with children of different ages are key features of our school.

Teachers will be well equipped to teach and deliver the broad and balanced curriculum; expertise from across Bishop Chadwick Catholic Education Trust will be utilised to support the teachers and the pupils.

The updated curriculum will guarantee that pupils are provided with a broad range of opportunities, which they otherwise not experience. We want to prepare the pupils at Our Lady of the Rosary for their future and inspire them to learn. If children do not remember what we have taught them, then even the richest curriculum is futile. Remembering knowledge is progress. So, as well as including the richest, best material in our curriculum, we have structured it in a way that makes remembering almost inevitable.

Currently, mornings at Our Lady of the Rosary Catholic School are primarily devoted to developing the core subjects of English and Maths; however, we use the school time efficiently to ensure all the skills needed are taught and practised. We continue to emphasise the importance of English and maths, but this is not at the expense of other subjects. There are times where it is right for children to receive additional help with English and maths at the expense of another subject, however this to allow them to reach a point at which they can access the curriculum properly.

Curriculum newsletters are provided by staff to parents every half term. These include full coverage of the core and non-core subjects. Parental engagement involves invites to class liturgies, class performances and hands-on days.

SMSC is built in to RE, assemblies, pastoral care sessions and whole class daily teaching and situations.

The curriculum offer is based on cognitive psychology theories. Learning will be revisited periodically; new knowledge will connect with existing knowledge in the children's minds, which gives rise to understanding. As learners develop unconscious competence and fluency, they will develop new skills. Progress at Our Lady of the Rosary is not defined by securing the next data point; when learners attain within a well-sequenced, well-constructed curriculum, they make progress.

Every opportunity to enhance the curriculum is seized and a programme of whole school enrichment events is planned each year. Curriculum coverage is tracked and enables us to check the breadth and balance of the curriculum. The children will regularly gain a real-life/ hands-on experience - this includes visits/trips and visitors.

The curriculum areas are described below, however, see subject specific curriculum policies for additional information.

➤ RE

Religious Education is the 'core of the core' in a Catholic school (Pope St John Paul II). Placing RE at the core of the curriculum in Catholic schools helps the school to fulfil its mission to educate the whole person in discerning the meaning of their existence, since 'Religious Education is concerned not only with intellectual knowledge but also includes emotional and affective learning. It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which help them attain a vital harmony between faith and culture.' (Religious Education curriculum Directory p4).

Furthermore, religiously literate children and young people are able to engage in a fully informed critique of all knowledge, 'leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body.' (Religious Education Curriculum Directory p4).

➤ English

English is taught daily across the week at Our Lady. This includes discrete writing sessions, discrete phonic/spelling sessions and discrete reading sessions. Handwriting sessions and speaking and listening skills are embedded into other curriculum areas. Reading, writing and spelling are also taught within the foundation subjects.

Writing is delivered through cycles teaching and embedding skills through a specific genre lasting approximately three weeks; full coverage of the National Curriculum skills are taught during these sessions and then re-visited in foundation subject lessons with the aim that the pupil's long term memory is successfully altered to remember more.

As a school, we ensure that genres of writing studied run alongside the learning taking place in whole-class reading lessons so that children are fully immersed in the text type. Our Lady of the Rosary School intends to develop writing as a transferrable skill across all subjects taught in the curriculum. We therefore immerse children History/Geography/Science related topics for their writing as often as possible and encourage cross-curricular links. Our aim is to provide engaging writing hooks that are linked to each termly topic to give children an audience and purpose for writing. Children are expected to transfer their key topic knowledge and vocabulary into their writing and vice versa to transfer their spelling, grammar, and punctuation knowledge into their written work. We expect the high standards for writing in writing lessons to be evident within the work in all books.

➤ Maths

To ensure consistent coverage, teachers follow the White Rose scheme of learning to support their planning. The school also subscribes to White Rose Maths, which works in partnership with White Rose and provides staff with a wide variety of resources from which to plan and teach high quality lessons. Teachers are also encouraged to use resources from other sources such as maths shed, test base, NRich and NCETM to support, stretch and challenge all children in their classroom.

Staff deliver the maths curriculum with a focus on the concrete, pictorial, abstract approach. By using all three, children can explore, demonstrate and deepen their mathematical learning. Together, these elements help to cement knowledge so that children can truly understand and internalise what they have learnt.

Concrete – children have the opportunity to use concrete objects and manipulatives to help them understand and explain what they are doing.

Pictorial – children build upon this concrete approach by using pictorial representations, which can be used to reason and solve problems.

Abstract – with the foundations firmly laid by using the concrete and pictorial methods, the children can move onto an abstract approach, using numbers and key concepts with growing confidence.

➤ Science

Our principal aim is that children leave Our Lady of the Rosary School with a wealth of knowledge in science formed through interesting and exciting experiences that enhance a child's awareness of their own abilities and strengths as a learner. Children are taught to see learning in Science as an ongoing process not a one-off event, and are encouraged to make links with how their learning fits with the world around them, including careers. Opportunities exist for children of all ages to experience learning beyond the classroom. This will allow them to enrich their knowledge by, for example, visiting science museums and universities and workshops. Links are made across the curriculum, e.g. habitats in geography, a visit to Saltholme to study minibeasts for example, will cover aspects of science, technology, SMSC and geography.

➤ Geography

The main geography topics are taught across the autumn and spring terms. EYFS and Key stage one classes cover our local area and build up the UK based geography. Key stage two focus on human and physical geography across the local area, North East, UK, Europe and the World. The curriculum coverage builds upon each other to guarantee that new knowledge connects with prior knowledge. Children experience outings to make the learning real, e.g. tracking the river, measuring the footfall and distances at local shops. Writing stimulus is provided by excursions, video and visitors.

➤ History

The main historical topics are covered in the autumn and summer terms. Planning and teaching of each unit is rooted in four key concepts including: Chronology, Communicating History, Investigating the past and Thinking like a historian. Pupils make links and connections to what they have been taught previously. Key historical terms are taught well and in context. The word king or queen may appear to be a straightforward and everyday term, but its precise meaning differs depending on the period of history in which it is applied. In some cases a new word e.g. emperor is needed instead. Such subtleties are developed over time with careful revisiting.

➤ Languages

During Foundation Stage and KS1, children experience other languages through play and music. In KS2, students are encouraged to speak Spanish with increasing confidence, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation. During lessons, children will be exposed to new and unfamiliar vocabulary and will build on their previous learning.

Through the curriculum, pupils can discover and develop an appreciation of the culture in countries where Spanish is the official language. On their journey through KS2, children will become more confident when listening to, speaking, reading and writing Spanish. They will also understand how and why Spain is different to other countries.

➤ Computing

Class teachers incorporate computing into all subjects. However, discrete computing is also taught so children are able to operate different devices, systems and programs and know how to link them to their learning. Class teachers are then responsible for providing children with opportunities to apply these skills in the wider curriculum. Through a range of devices, programmes and apps, our children will become critical thinkers: they will begin to make choices about how they work.

➤ Art and design

Children are taught a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Children are encouraged to develop their knowledge of famous artists, designers and craft makers.

Children are taught art and design through a series of lessons ensuring skills progression, knowledge progression and offering children the opportunity to ask questions and demonstrate their skills in a variety of ways. The lessons will offer the chance for children to develop their emotional expression through art to further enhance their personal, social and emotional development.

➤ Design and technology

All pupils, from Foundation Stage to Year 6, participate in engaging, purposeful and rich Design and Technology lessons. The children are encouraged to research, design, construct and evaluate models according to a brief. The level of design criteria, practical skills required and the evaluative process used progresses as the children move through the school. 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.

➤ Physical education

PE at Our Lady of the Rosary Catholic Primary School provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net & wall games, strike and field games, gymnastics, dance, swimming and outdoor & adventure.

Pupils participate in high quality PE lessons each week, covering different sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra- curricular activities. After school, sports clubs are available every term.

Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. Children participate in workshops covering a variety of sports throughout the year. For example archery, outdoor and adventure and skipping, again providing the children with an opportunity to develop, improve their fitness and to try something new.

Children across KS2 swim have the opportunity to attend swimming lessons across the year with additional sessions provided for any Y6 pupils who are still unable to swim. We complete the "Daily Mile" each day, to help meet the government target of all children being active for at least 60 minutes a day.

➤ Music

Music is taught weekly across the school by a specialist music teacher. Music is mainly taught as a discrete subject. At Our Lady of the Rosary Primary School, we have a music specialist and use as a guide the Charanga music units. Each unit comprises the strands of musical learning which correspond to the national curriculum for Music.

1. Listening and appraising
2. Musical activities - warm up games, singing, playing instruments, improvisation, composition
3. Performing

The units enable the children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.

Our Music curriculum is interspersed with extra musical activities such as Christmas performances, the local Music Festival and carol singing for the community.

Our peripatetic Music teacher, Mrs Milne, teaches selected instruments on a 1:1 basis. Lessons are held in school. This allows us to support disadvantaged or gifted musicians.

➤ Theme weeks

To further embed the curriculum and ensure full coverage in a broad and balanced manner, we run specialist curriculum weeks.

Reading week: the week is built around World Book Day. The school provides unique opportunities for the children to develop their reading skills.

STEAM week: the children explore a theme often supported by material given by British Science week. The school links with external science specialists to deliver science lessons which engage and enthuse. The week includes science, technology, engineering, the arts and mathematics.

Mental Health week: each day begins with an assembly based on current mental health issues, e.g. worries, resilience, fitness or giving. The theme continues in pastoral care sessions.

8. Approach to educational visits

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission via ParentPay.

At Our Lady of the Rosary Catholic Primary School, we provide pupils with a rich and visits programme where pupils experience a wide variety of opportunities to enhance their learning in and outside their community.

9. Extra- curricular activities

We provide a range of extra-curricular activities which are open to all. There are a range of after school clubs for pupils to extend their enjoyment of learning. Many opportunities for families to get involved in learning are planned throughout the year.

10. Children with additional needs

Our Lady of the Rosary Catholic Primary School is an inclusive school, where the primary focus is on the children and how they can attain their full potential both educationally and socially.

Our curriculum takes into account the needs of all groups of learners, (boys, girls, disadvantaged pupils, pupils with special educational needs or disabilities, (SEND), previously more able, learners with English as an additional language (EAL), learners with social and emotional needs, looked after children and all other specific needs) and in keeping with our ethos of putting the child first we aim to teach in a way that meets the child where they are, considers all their barriers to learning and gives them the best chance of success.

SEND funding is used to support pupils to access all areas of the curriculum, e.g. an additional adult to support in the swimming pool rather than from the side lines.

11. Teaching and learning

Teaching and learning should be a professional, positive, engaging and rewarding partnership between pupils and teachers

Teachers should ensure that their pupils fully understand the learning objectives within the lesson at every stage. In turn, the children should reflect on their own progress towards achieving their goals and share responsibility for their learning outcomes- see the marking and feedback policy.

Teachers should develop the skills, confidence and motivation in pupils to become successful independent learners now and in preparation for life in secondary education.

Teachers of all subjects should support the acquisition of English language skills and open cultural boundaries that may narrow pupils' approach to learning as part of every lesson.

The teacher will share the learning objectives and children should help determine success criteria for the lesson

Lesson planning is based on prior learning and throughout the learning process, active, formative assessment is required from teachers, teaching assistants and children to ensure that the expected rate of progress is being made. Every effort is made to respond to pupils' misconceptions or mistakes at the earliest opportunity to ensure further learning is not hindered in any way. Pupils are expected to respond to feedback given by the teacher and opportunities for this are built into lessons. Feedback may be written or oral depending on the task and needs of the children. Pupils may also be involved in giving each other feedback.

12. Planning

Thorough planning which is tailored to need enables all pupils to make progress in every session. Long and medium term plans are crafted to ensure full coverage of the National Curriculum. They are adapted according to pupils' prior understanding and are designed to build on previous learning. Curriculum coverage packs travel up the year groups with the cohorts to ensure full national curriculum coverage.

Knowledge-rich combined with skills-rich.

Programmes that enable progression into higher education have been specially developed to meet the needs of the cohort

Curriculum policies are in place for every programme and are reviewed and updated annually to reflect the changing needs and goals of students, changes to the international academic landscape, and in response to the self-evaluation processes

Content and delivery is planned at every stage, from a programme to an individual lesson level, to meet clearly defined learning objectives

Programme-level planning takes the form of a set of annually reviewed and updated curriculum policies, informed by the up-to-date curriculum and subject knowledge of academic managers and the outcomes of self-evaluation processes

Subject/module-specific planning takes the form of detailed schemes of work, which are adopted and updated by teachers individually throughout the delivery of each programme. In addition, module specifications for externally accredited programmes are reviewed annually

Individual lesson planning, based on evolving schemes of work, is supported by guidance according to Our Lady of the Rosary requirements for an Outstanding Lesson and Teachers' Standards

Schemes of work and individual lesson plans are tailored to meet the needs of each student group

Teachers are informed regarding the educational background and culture, language ability, age range and gender-mix of the students in the classes they teach, through student and class profile reports

Teachers evaluate the academic ability of their students at the beginning of their programme of study, using baseline academic data and the outcomes of cognitive abilities tests

Teachers apply their experience and understanding of different learning cultures to plan lessons that engage and actively involve their students

13. Home learning

Home learning is linked to the work being undertaken in class and includes practice of the basic skills, spellings, time tables and reading. Opportunities are given in class to share good home learning and rewards and acknowledgement given for excellent effort.

The website and Class DoJo provides a good link between home and school and contains many basic facts for children to learn at home.

See Home-learning policy for additional information.

14. Curriculum assessment

Detailed assessments of pupil's needs take place across all curriculum subjects. This results in work which engages pupils' interest and consistently challenges their thinking.

We complete whole class weekly assessment sheets to feed immediately back into planning.

Internal assessments are carried out effectively, they help learners to embed and use knowledge fluently and assists staff to identify clear next steps for learners; the information is also used to shape the development of the future curriculum.

15. Staff development

Our Lady of the Rosary Catholic School is dedicated to teacher's professional development. The Headteacher supports the staff to enable professional learning, raises pupil attainment and transforms the opportunities for pupils.

The school's curriculum offer focuses on reducing the pressure on teachers. Subject specialist teachers are provided by Bishop Chadwick Catholic Education Trust to support the delivery and skills across the core and foundation subjects. Additional teachers are employed by Our Lady of the Rosary Catholic School to reduce the workload and provide

Teachers should approach teaching and learning with an open mind, actively seek new ways to motivate and engage pupils and utilise the technologies and other resources available to them to enhance the teaching and learning experience.

Teachers will be provided with the opportunities, resources, training and support they need to fulfil their teaching potential. Teachers are encouraged to be reflective, assessing their own performance and development needs, and to work together to share best practice and support each other's development.

See Staff Handbook for additional information.

