



STATEMENT OF CURRICULUM INTENT

2021-2022

At Our Lady of the Rosary Catholic Primary School, we want pupils to leave our school with a sense of belonging and purpose in the world following Christ's teachings to use their uniqueness and talents to make a positive contribution to their community and wider society. Our mission statement 'Christ at the centre, children at the heart,' is held at the core of our curriculum vision. We develop curious, independent and aspirational learners who respect the talents and individuality of everyone in our school community.

Following the Coronavirus crisis, we recognise the need to make the physical, mental and emotional wellbeing of our children an absolute priority. We continue to systematically review our curriculum so that it is increasingly built upon to meet the needs of individuals and groups and, in line with government guidance, we will make sure that our broad and balanced curriculum ensures pupils continue to learn and develop skills across all subjects.

Our curriculum provision equips our pupils with the skills and knowledge they need to prepare them for life in the modern world and prepares them for life-long learning and success in the future. Senior leaders and curriculum leaders are clear about the knowledge they want the children to know and remember; our schemes of work show progression in helping children acquire this knowledge in a meaningful way and are designed to help pupils remember what they have been taught.

By having a clear understanding of our pupils and their needs and talents, staff ensure that teaching in all areas of the curriculum is inclusive, supportive, challenging and enriching. Targeted support and intervention is given where needed to ensure all learners develop and learn in a style that meets their individual needs. Children with SEND and additional needs thrive in our school and are given high aspirations and personalised support. We challenge our most able with depth and extension and develop and celebrate talents right across our curriculum.

We build on pupil's knowledge by giving them opportunities to be confident, creative and critical thinkers who work well individually and collaboratively. We offer many opportunities to develop resilience, to make links between curriculum areas and to learn in memorable ways both in and out of the classroom. We make memorable links with the community-our parish; our local area; our heritage and our global responsibility and stewardship. Our Catholic faith is integrated into every aspect of our learning, Gospel values and our mission statement 'Christ at the centre, children at the heart,' are at the core of everything we teach.

In order to deliver, promote and inspire the highest quality education we are committed to developing our own unique curriculum, derived from some shared principles.

These include:

Individual formation rooted in Gospel Values, by ensuring:

- Every child or young persons' journey into adulthood is a journey of faith
- A broad and balanced education, committed to the formation of the whole person through simultaneously developing their physical, moral, spiritual and intellectual talents. In this way preparing the child and young person to take an active and responsible part in social life.
- A clear and visible interpretation of our school mission '*Christ at the centre, children at the heart,*'

The significance of the school, by ensuring:

- We hold the wellbeing of our families and pupils at the centre of all decision making.
- The school establishes itself as a hub for the entire community; a centre for extended services and a source of immense pride for pupils, their families and other stakeholders.
- A transparency of curriculum content that makes families and professionals unite around the single core purpose, namely that of providing the very best education for each individual child.
- A safe place whereby fundamental British Values and citizenship are promoted.

Our pupil offer, by ensuring:

- The curriculum set out for September 2021-2 is seen as a springboard to repair learning, rebuild relationships and reconnect socially.
- All learners, including the most disadvantaged pupils and pupils with SEND, will be provided with the knowledge, skills and cultural capital they need to catch up quickly and succeed in life.
- Academic rigor to stretch and challenge pupils is appropriate to each pupil.
- Learners have access to a curriculum designed to repair learning gaps and one which evolves with the monitoring of pupil progress. A clear strategy for pupil progression is in place.
- Educational enrichment opportunities, including experiences, visits and visitors continue in line with government guidance.
- Teaching for mastery is promoted across all subjects and disciplines.
- A love of reading is promoted across all subjects and disciplines, both for pleasure and enjoyment as well as to support academic learning.
- Metacognition and critical thinking are planned for and taught across the curriculum.
- Learning as a shift of knowledge from short term to the long-term memory is prioritised in the way in which the curriculum is implemented.

CURRICULUM IMPLEMENTATION

Leaders will realise the intentions of the curriculum, by ensuring the following shared principles:

A well-rounded, knowledge-specific curriculum is required to overcome inequality of opportunity on entry. Leaders give careful consideration to curriculum coherence across disciplines. Sequential components of learning will cover:

- Knowledge of vocabulary (and literacy in general)
- Knowledge of events, people and places.
- Knowledge of ideas and concepts drawn from subjects.
- Knowledge of procedures.
- Knowledge of interconnected webs of concepts (schema).

This will result in pupils who know how to be learners and how to learn.

The curriculum will be designed around three key priorities:

- Pupil and Staff Wellbeing
- Daily Activity and Outdoor Learning
- Repairing Learning Gaps

The curriculum is compatible with the key requirements of the National Curriculum.

Priority One: Pupil and Staff Wellbeing

Ensure a positive and safe learning culture committed to supporting pupils' and staff wellbeing and one which directly engages with feelings of loss, uncertainty and anxiety associated with the current Covid19 response.

Through every day teaching:

- Use a range of strategies to teach key skills both in dedicated teaching time and in everyday teaching as recommended by EEF. Integrate and model skills including:
 - Self-awareness – expand emotional vocabulary
 - Self regulation – children to use self calming strategies when faced with intense emotions
 - Social awareness – discuss others' emotions and perspectives
 - Relationship skills – role play good communication and listening
 - Responsible decision making – teach and practice problem solving strategies
 - Teach learning behaviours alongside managing mis-behaviour.
 - Consistency and coherence for managing feelings and behaviour at a whole school level are paramount.
 - Use targeted approaches such as mentoring and emotional wellbeing intervention groups to meet the needs of individuals in school.
 - A bespoke PSHE curriculum carefully reviewed and promoted to meet the needs of the school and support pupil and staff wellbeing

Priority Two: Daily Activity and Outdoor Learning

Ensure exercise and the outdoors remain key to our pupil re-engagement plan within school and promotes physical distancing

Opportunities for exercise are important for all pupils and will be built into the daily routine at regular intervals. Learning outside the classroom can play a crucial role at this time. Covid19 transmission reduces dramatically outdoors, being outside also makes it easier to manage social distancing; it makes learning active and engages pupils, supporting their learning as well as their health and wellbeing.

Priority Three: Repairing Learning Gaps

Ensure pupils are supported to learn the key skills and knowledge missed out on during school closures; the knowledge essential for them to enter the next stages of their education.

All pupils will be suffering some amount of learning gaps as a result of school closures due to Covid-19. It is important as we embark on this next phase of school reopening fully to all pupils, that we do so with a determination and commitment that all pupils will be supported to catch up. Key to this is the principle that **schools can make a difference** and that **evidence can help**. High quality teaching is the fundamental lever schools have to improve outcomes for all pupils, and in particularly those disadvantaged pupils' reported to have likely suffered the most because of school closures. Outstanding teaching and learning is at the centre of our curriculum provision. It will be research based and adhere to current educational thinking, including:

We now know that school closures will have inevitably resulted in some learning gaps – **these gaps will differ from one pupil to the next**. However, it is also true that pupils will have made some progress in some areas, either due to natural development or because of effective engagement with remote learning. It is essential that teachers operate on the belief that they **can make a difference**. A teacher's belief about how much they can influence outcomes has the greatest impact on pupils. (*Hattie*)

- The teacher is the change agent
- High expectations are essential and children can always achieve more than we think.
- It is important to teach varied learning strategies to all pupils so that they can access their learning potential
- Pupils who understand what progress looks like in each subject will make more of it because they are more capable of self-assessment and self-adjustment.
- Peer learning and peer teaching are powerful for learning.
- Making mistakes and being able to take critical feedback are crucial for improving learning.
- The challenges presented by poverty, parenting, prejudice, social class and home or school resources are surmountable.

The more we can embed these beliefs, the greater our impact as educators will be. Hattie quotes from Alfieri, confirming research finding that teachers need direct discovery through 'feedback, worked examples, scaffolding and elicited explanation' as activators of learning.

'I know that what I do in the classroom can have a big impact on a child's potential – no matter what their starting point.'

ASSESSMENT

Assessment is regular and purposeful, including:

- Accurate assessment procedures are in place and used effectively to maximise progress from their starting points, informed by regular retrieval and practice.
- Each subject area will be underpinned with the usual key assessment criteria at both age-related and greater depth within all year groups
- Any data collected will effectively to enhance provision at a school and individual level.
- Ongoing and daily emotional wellbeing support.
- Timely and purposeful interventions will be used effectively, both to support academic learning and emotional wellbeing.
- Mentoring (Small group and 1:1) and counselling will be available where necessary.

Teachers have the flexibility to assess, plan, do and review. The information they collect will inform the decisions they make about the next steps for teaching each child. It is this feedback between teacher and pupil that will ultimately lead to new learning.

Feedback is a powerful learning tool. First, you seek it out and, second, you do something about it. Adjust and calibrate on a minute-by-minute, hourly, daily and weekly basis.

Small-group and one-to-one interventions can be a powerful tool, but must be used carefully. Ineffective use of interventions can create a barrier to inclusion of pupils. High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted intervention to make progress.

Interventions will be carefully managed and should be applied using the principles of effective implementation (EEF):

- Implementation as a process not an event.
- Create leadership environment and school climate that is conducive to good implementation
- **Explore:** Define the problem you want to solve and identify appropriate programmes or practices to implement.
- **Prepare:** Create a clear implementation plan, judge the readiness of school to deliver that plan, then prepare staff and resources.
- **Deliver:** Support staff, monitor progress and adapt strategies as the approach is used.
- **Sustain:** Plan for sustaining (*the outcome*) of an intervention and continuously acknowledge and nurture its use.

SUPPORT STAFF

Effective deployment of teaching assistants is critical. Teaching Assistants should ensure they have a **positive impact**.

TAs should supplement, not replace, teaching from the classroom teacher.

TAs should **not** be used as an informal teaching resource for low attaining pupils At Our Lady of the Rosary, we use TAs to **add value** to what teachers do, not replace them. TAs help pupils develop **independent learning skills** and manage their own learning.

TAs deliver high quality one-to-one and small group support using **structured interventions** We adopt **evidence – based** interventions to support TAs in their small group and one-to-one instruction and ensure **explicit connections are made** between learning from everyday classroom teaching and structured interventions.

Curriculum Impact

At Our Lady of the Rosary, we use a range of methods to evaluate the impact of our curriculum design. This incorporates a range of analysis including: Pupil achievement data; Attendance rates; Behaviour; Extra Curriculum take up; Pupil Voice; Parent questionnaires; Lesson observations and curriculum reviews.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. With this, pupils will become inquisitive learners who are motivated to excel and who have a thirst for learning. We see the greatest impact of the curriculum to be high rates of pupil progress.

Progress in:

- Pupils' physical, moral and intellectual talents that inform their choices and actions as people.
- The development of knowledge: Progress in knowing more, remembering more, making links and applying knowledge
- Pupil understanding of how well they are doing and what they need to do to get better.

The importance in ensuring all pupils are provided with the opportunity to flourish as a whole and complete person:

We place Christ at the centre of everything we do, integrating the Gospel Values into every aspect of learning, teaching and the Catholic life of our school.

The young people in our care contribute positively to the wider society by developing values and morals that inform choices and actions, which promote respect for the rights of every human person.

Working with parents, we equip all our pupils to lead full, active, vibrant lives where each child thrives.

At Our Lady of the Rosary, we are determined that any learning gaps exacerbated by Covid-19 will never be used as an excuse for unsatisfactory pupil progress. Rather, this period of school closure has re-ignited a determination to guarantee equality and excellence for all pupils and through the high quality education we provide, rapidly repair learning.

How do we know that our curriculum is having the desired impact?			
Teachers	Children	Children's work	
<ul style="list-style-type: none"> • Become more knowledgeable. • Have higher levels of confidence in delivering all areas of the curriculum. • Can give senior leaders and subject leads feedback about what is working well. • Are acutely aware of how children are coping with the taught content.* • Teach consistently well; applying sound pedagogical practices in all lessons. • Plan coherent learning journeys based on the unit overviews. • Seek support from subject leads when they are less confident. 	<ul style="list-style-type: none"> • Can talk with confidence about what they have learned, using correct terminology. • Are enthused and interested in a wide range of curriculum areas. • Can talk about the specific characteristics of subjects and the disciplines associated with them. • Can show adults examples of their learning and describe the 'why' behind work they have produced. • Demonstrate good learning behaviours in all lessons. • Are able to explain how their learning within a subject builds on previous learning. • Are able to make thoughtful links between subjects. • Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have. 	<ul style="list-style-type: none"> • Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example. • Captures their increasing understanding of key concepts within each subject. • Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. • Shows that a coherent teaching sequence has taken place within each unit of work. • Demonstrates our curriculum's emphasis on subject-specific terminology. 	
Visitors and Governors	<ul style="list-style-type: none"> • Give us positive feedback about pupil engagement and behaviour in lessons. • Comment on the high-quality work that they see. • Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development. 	Parents and Carers	<ul style="list-style-type: none"> • Give us positive feedback about their children's attitudes to school. • Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest).

