



## 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 ensures 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 practise 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	<b>We ensure that every child feels:</b>	<b>A Sense of Belonging</b>		<b>Valued for who they are</b>		<b>Respected</b>					
		<b>The St. Therese Little Way:</b>	Christ at the Centre	Development of the whole child	Outstanding Provision	Community	Safety and Well-Being	Culture of Excellence				
		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!			
Teaching Intentions		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		
		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.			
St. Norberts Spalding	Implementation	At St. Norbert's our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning. We ensure knowledge and skills are imparted are spaced effectively over time to build cognitive memory, so that our pupils learn more and remember more.	RE	English	Mathematics	Science	History	Geography	Art			
			Design and Technology	PSHE/P4C	Music	PE	MFL	Computing	RSE			
			<b>Specialist Roles:</b> PE, Music tuition On site RE SLE and English, Mentoring and Assessment SLE	<b>Sports:</b> Hockey, Football, Swimming, Rugby, Gym, Outside Gym, Tennis, Badminton Dodgeball, Dance, Athletics, Rounders, Adventure trails and Leadership.			<b>Outdoor Provision:</b> Outdoor Area and Classroom, Our Lady's Prayer Garden, Gardening area, Daily Mile Running Track, Climbing Wall, Trim Trail, Gazebo, Pirate Ship, Outdoor Gym Equipment			<b>Before and After school:</b> Language, Reading, Creative Writing, Sports, Science, Art and Craft, Computing		
			<b>Interventions:</b>	Drawing and Taking Therapy, Lego therapy, Speech and Language, Classroom Movers, Physio, Phonics, Nurture room, Anxiety, cooking, Art Therapy, Nurture groups, Playground Leaders, Attachment, Self-regulation, Maths, Fine Motor Skills, Emotional Literacy, Reading, Writing, Rainbows Bereavement, RE, Handwriting, Transition, Social Stories, Friendships, Dyslexia, Gross Motor, Sensory Circuits.								
			<b>Enrichment:</b>	Briars Retreat Y6, Y5 Walsingham Advent Pilgrimage, Little Ways Week, Collective Worship, Prayer groups, Eco Ambassadors, Remembrance Day, National Takeover Day, Harvest Festival, CAFOD, Safer Internet and E-safety, Book Week October and March, National Poetry day, other religious festival awareness days, Patron Saint's Days, mind body and soul, reflection time, adoration, charity support, sport's day, Heart that Sees Awards, a variety of residential excursions, sporting event weeks, Value of Month and Term events/challenges, PHSE/P4C Safety Days, NSPCC Workshops								

Impact	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point.		Creative learning in our school is teaching that allows our pupils to use their imaginations, have ideas, generate multiple possible solutions to problems, communicate in a variety of media and in general “think outside the box”.  We strive to provide practice in which our pupils develop that capacity to assess and improve work, sustain effort over time, exceed what they thought was possible and work well with others to combine ideas and approaches.	We want children to apply their creativity through making choices about what and how they will learn, negotiating about the curriculum and being involved in generating possibilities and making decisions.	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 with 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 local and Parish community to the benefit of all.		
	Evaluation	Impact	We regularly review how well our curriculum goals enable achievement.	<b>High Quality Outcomes</b> <ul style="list-style-type: none"> <li>Has the learning journey led to a purposeful outcome or product?</li> <li>Do children have ownership of the outcomes?</li> <li>Do the pupils experience a taste of the best that has already been achieved?</li> <li>Are there relevant contexts for high quality outcomes for English and Maths?</li> <li>Are teaching expectations high enough?</li> <li>Are there clear assessment criteria?</li> <li>Are pupils challenged to think and to evaluate their learning?</li> <li>Is assessment purposeful, efficient and used to shape future learning?</li> </ul>	<b>Curriculum Content is Responsive and Relevant</b> <ul style="list-style-type: none"> <li>Are pupils able to connect local, national and global contexts for learning?</li> <li>Do children experience enjoyment in their learning?</li> <li>Do teachers respond to educational research?</li> <li>Are the rich resources within the local community and environment being maximised?</li> <li>Are tasks adapted to reflect current affairs and technological and environmental changes?</li> <li>Is AfL and Quality First Teaching responsive and effective?</li> </ul>	<b>Mastery for all Challenges for all</b> <ul style="list-style-type: none"> <li>At point of learning, is the curriculum sufficiently challenging and appropriate for each child?</li> <li>Are there opportunities to develop a deeper understanding of the learning values?</li> <li>Are there high expectations for all?</li> <li>Does the work of the children show that tasks are rich?</li> </ul> <p><i>We evaluate through curriculum outcomes, book scrutiny, pupil conferencing and assessment.</i></p>	<b>Embedding Knowledge and Skills</b> <ul style="list-style-type: none"> <li>Do children have opportunities to solve problems and undertake learning at a deeper level?</li> <li>Do children have the opportunity to build on their knowledge and skills throughout the school?</li> <li>Are knowledge and skills (K&amp;S) carefully planned in learning components?</li> <li>Are there coherent links within projects that increasingly challenge and embed K&amp;S?</li> <li>Do children have opportunities to embed their knowledge and skills in the curriculum?</li> <li>What knowledge and skills have pupils gained against expectations?</li> <li>Is each NC subject given integrity and taught systematically through each Key Stage?</li> </ul>
How we measure our success.			We monitor making use of a suite of CMAT resources to conduct work scrutiny, Lesson Visits, pupil interviews, staff interviews etc. These sit alongside our Learning Walk Monitoring Forms, Display Monitoring Feed-forward Postcards and Monitoring Overview Reports which are shared with Local Governing Board.				
Cross School and external moderation			RE, R,W,M Tracking Data(O-Track)	Social Skills Data/PIVATS	Parent View and Parent Surveys – Stakeholder’s Voice	Self-Assessment	
Speech & Language-Fluency Scales/Literacy Launchpad/Salford	Social Skills/PIVATS	Book Scrutiny	Foundation Subject Assessments	Learning Walks			
Executive Headteacher Visits /Director of Performance and Standards visits	Lesson Observations	Discussions – Staff/Pupils/Parents	Executive Headteacher Visits/Director of Performance and Standards Reports	Governor Monitoring Visits and reports			
Pre Key Stage Standards	Rising Stars Scores	Pupil, staff and Governor voice – Stakeholder’s Voice	Comparison to National Data	Comparison to Local Data			