

St Thérèse of Lisieux Catholic Multi Academy Trust

Curriculum Aims and Values – Intent

Addendum

Introduction:

Some young people will find the concept of returning to school after such a long break, due to unprecedented reasons, quite a challenge. It is also clear that some parents/carers will also be anxious regarding the return of their children to school. This Addendum has been designed to empower schools to reinforce their strategies for enabling parents/carers and young people to overcome any anxieties associated with the return to school. The purpose of this document is to set out adjustments to the curriculum required in response to COVID-19. Although it is recognised that only a small percentage of children's overall time in school has been affected, amendments to the curriculum are still required in order to personalise learning.

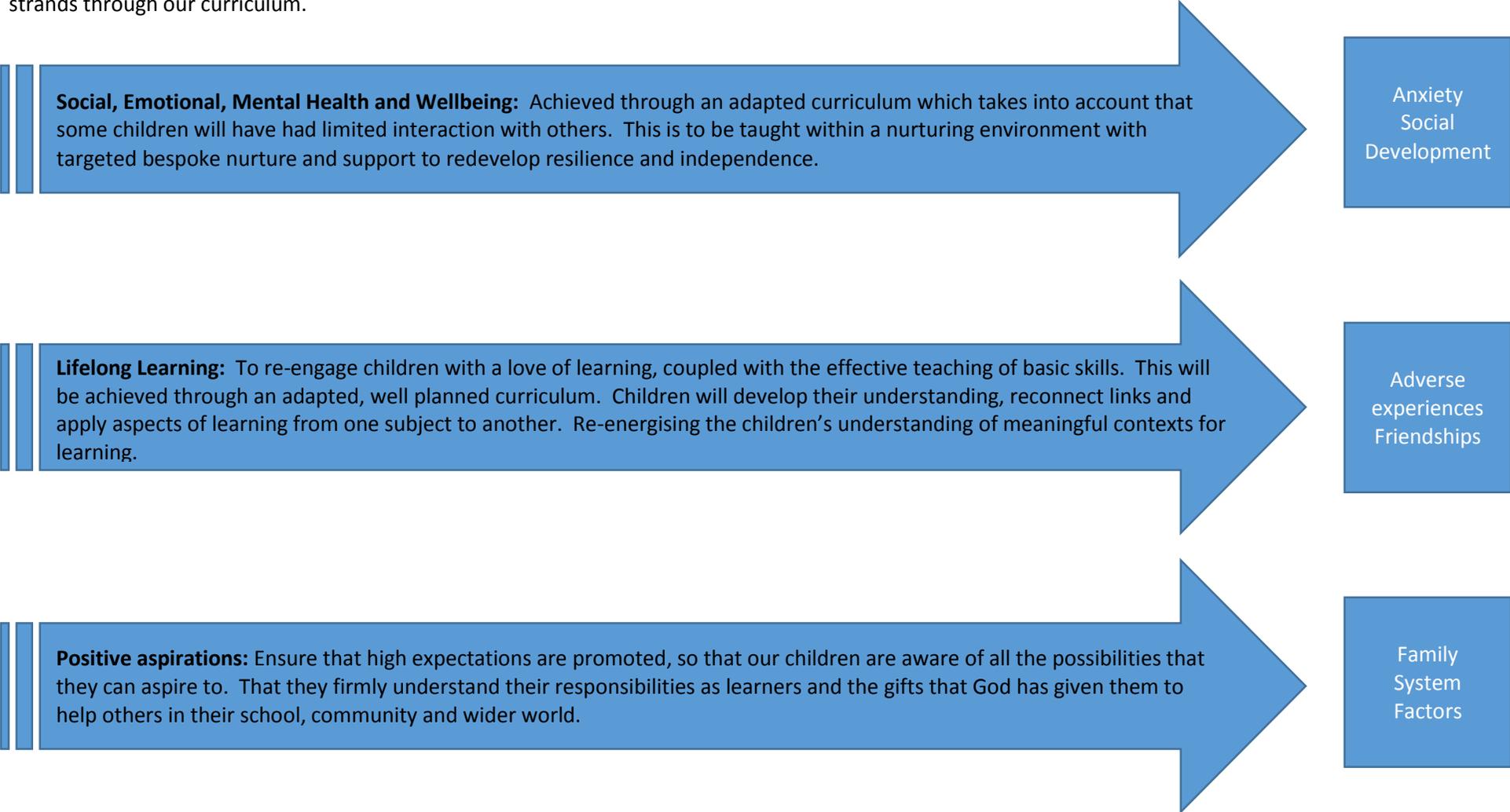
It is important to ensure that we place wellbeing at the forefront of our thinking and planning as schools return from September. This includes provision to address issues of safety alongside ensuring the Social, Emotional, Mental Health and Wellbeing of students and staff as a priority. Knowing these measures are securely in place will, in turn, develop in our parents, staff and young people the confidence to move forwards.

A recovery plan outlining action that will be taken in order to make up any “lost ground” or gaps in the child’s knowledge and or education is outlined in this document. This plan will enable schools to personalise learning to meet a wide range of personal needs whether by quality first teaching or supported by potential additional support.

As with all we do, our curriculum is deeply aligned with our Trust Mission, “We will work together in faith to achieve great action through little gestures in service of every young person to ensure they fulfil their unique, God-given potential.”

Extending Personal Development:

Through high quality first teaching we aim to ensure we deliver the below strands through our curriculum.



Curriculum enhancements	We ensure that every child feels:		A Sense of Belonging			Valued for who they are		Respected							
	Some Key Challenges with returning to school		Anxiety		Adverse Experiences		Friendships		Social Development		Family	System Factors			
	Seven ways to bridge the lockdown gap		Pastoral Support for pupils: Emotional wellbeing: mental health, heightened anxiety, bereavement, re-adjustment to school life		Quality blended teaching and learning: Clear learning outcomes, differentiation, interaction, feedback, digital access.		Curricular innovation: Outdoor learning, character education, talking about COVID-19, heightened self-hygiene.		Professional learning opportunities for teachers CPD: Availability, affordability, hardware and software developments needed.		Focused learning support: Testing pupils, analyse gaps, availability of support, pupil absence.		Catch-up tutoring: Availability of teacher/tutors, affordability, safeguarding, digital access.	Enhanced parental engagement: Clear guidance for parents, minimise parental concerns, how to develop digital access.	
	Our Teaching Intentions are		Ensure that all children feel physically, socially, emotionally and academically safe.		Ensure that there is effective provision of remote learning.		Make opportunities to discuss and process children's experiences over the past 6 months Develop creativity through projects.		Share practice across our Trust. Ensure that teachers have the skills needed to develop a blended and technological enhanced learning.		Ensure that teachers quickly assess what exactly are the learning needs of the different children in each class, especially for the most vulnerable (SEND, EHCP, FSM)		Ensure that the widest learning gaps are bridged, understanding that some children may not have engaged in home learning as effectively as others.	Ensure that we build on communication developments and continue to welcome parents and expand on the positives from the Lockdown.	
Teaching Intentions	Our Gospel Values permeate through everything we do		FAITH		JUSTICE		TRUST		FORGIVENESS		LOVE		HOPE	COMPASSION	SERVICE
	Our provision is informed by current 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		The classroom climate created by teachers inspires and motivates all pupils. We can't expect our students to return joyfully, and many of the relationships that were thriving, may need to be invested in and restored. We need to plan for this to happen, not assume that it will. Reach out to greet them, use the relationships we build to cushion the discomfort of returning.		Developing strong partnership with parents and carers that influence learning at school and home. Community – we must recognise that curriculum will have been based in the community for a long period of time. We need to listen to what has happened in this time, understand the needs of our community and engage them in the transitioning of learning back into school.		Teachers have deep knowledge of the subjects they teach. All of our students will feel like they have lost time in learning and we must show them how we are addressing these gaps, consulting and co-constructing with our students to heal this sense of loss.		Metacognition: In different environments, students will have been learning in different ways. It is vital that we make the skills for learning in a school environment explicit to our students to reskill and rebuild their confidence as learners.		Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment. Space – to be, to rediscover self, and to find their voice on learning in this issue. It is only natural that we all work at an incredible pace to make sure this group of learners are not disadvantaged against their peers, providing opportunity and exploration alongside the intensity of our expectations.		Teachers monitor learning and provide feedback. Teachers understand the gaps in learning and plan to enable the children to revisit past learning in order to develop their "sticky knowledge."	Teachers empower children to take control of their own learning. Teachers foster the drive for children to develop their thirst for knowledge. All teachers re-empower the children's love for learning.	
Intent															

Recovery Curriculum, Intent:

The Academy is working to ensure that all gaps in student knowledge and understanding from the partial closure of schools are addressed. This Addendum should be considered alongside the Academy's Remote Learning Policy, which ensures the continuity of education for any student who cannot return to school for medical reasons, or where there is a local lockdown.

The Academy's plan to identify and address these gaps are as follows:

****Identifying the gaps:***

In September our 5 Ways to Well-Being recovery approach will be launched to address gaps. Parents will have access to information and on our Mental Health and Well-Being Tab on the school website. There our whole school Well-Being policy and approach including a range of useful resources and support tools for families are located as we believe supporting emotional and mental health and well-being is key to recovery and identifying gaps prior to addressing those gaps. A key feature will be our 5 Ways to Well-being an approach inspired by the NHS initiative and New Economics Foundation, which focuses on;

*Connecting

*Being Active

*Taking Notice

*Keeping Learning

*Giving

We know that when the children come back to school they will have had a wide range of experiences during this Lock-down Period. We acknowledge that our children need a child-centred holistic approach rooted in faith which focuses on mental health and well-being. This approach will support re-connecting our children to other adults, children, learning and the curriculum. We will be starting with our mission statement and love being at the core of all we do, giving children reassurance and a focus on reconnecting and re-building relationships here at school but also beyond. We will provide a nurturing environment supporting by our focus on values education with our Gospel Value of the Term and Monthly character values. We have all worked together and have shared for each subject area a recovery statement that along with our policy shows how we plan to re-engage pupils with a broad and balanced world class curriculum. We will be following health and safety guidance and our risk assessment provide a space that is playful, accepting stimulates curiosity and empathy to ensure our school family returns to a new way of life and learning that will ensure they thrive and shine.

****Addressing the gaps:***

First and Foremost our SIP seeks to address gaps and promote excellent outcomes our core focus includes within each of the below priorities a focus on;

- Understanding Content:
 - 1) Having deep and fluent knowledge and flexible understanding of the content being taught.
 - 2) Knowledge of the requirements of curriculum sequencing and dependencies in relation to content being taught.

- 3) Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies for the ideas we are teaching.
 - 4) Knowledge of common pupil strategies, misconceptions and sticking points in relation to content we are teaching.
- Creating a supportive environment:
 - 1) Promoting interactions and relationships with all pupils that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with pupils; being sensitive to individual needs, emotions and culture.
 - 2) Promoting a positive climate of pupil-pupil relationships, characterised by respect, trust, cooperation and care.
 - 3) Promoting learner motivation through feelings of competence, autonomy and relatedness.
 - 4) Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.
 - Maximising opportunities to learn:
 - 1) Managing time and resources efficiently in class bubbles to maximise productivity and minimise wasted time, giving clear instructions so pupils understand what they should be doing, using and explicitly teaching routines to ensure smooth transitions.
 - 2) Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied.
 - 3) Preventing, anticipating and responding to potentially disruptive incidents, reinforcing positive pupil behaviours signalling awareness of what is happening in bubbles and responding appropriately.
 - Activating hard thinking:
 - 1) Structuring; giving pupils an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to pupil's needs and readiness; scaffolding and supporting to make tasks accessible to all.
 - 2) Explaining; presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt and re-activating that prior knowledge using examples appropriately to help pupils understand and build connections, modelling and demonstrating new skills or procedures with appropriate scaffolding and challenge.
 - 3) Questioning; using questions and dialogue to promote elaboration and connected, flexible thinking using questions to elicit thinking, getting responses from all, using high quality assessment to evidence learning, interpreting, communicating and responding to assessment evidence.
 - 4) Interacting; responding to feedback from pupils about their thinking/knowledge/understanding; giving pupils actionable feedback to guide their learning.
 - 5) Embedding; giving pupils tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/re-visited to prevent forgetting
 - 6) Activating; helping pupils to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as pupils develop knowledge and expertise.

Highlighted issues	Strategies and actions	Intended outcomes (Impact)
<p>1-Quality of Education: To improve the quality of RE teaching so that it is never less than good and often outstanding in all areas.</p>	<p>1.1. New Staff and pupils able to teach and access RE curriculum through effective spiritual and RE induction 1.2 RE Teaching and Learning is never less than good and often outstanding 1.3 All pupils actively engage with RE Teaching and Learning and spiritual development 1.4 Pupils relate RE learning to wider contexts and sources 1.5 Pupils have a good understanding of ritual prayer in own and others cultures 1.6 Share excellence between schools in CMAT 1.7 Develop skillset of new RE Leader 1.8 Consult, introduce and implement new RSE programme</p>	<p>a)By end of Advent 2 71.4% RE Teaching and Learning good or better b) By end of Advent 2 85.7% of teachers working in-line with CMAT career stage expectations for teaching RE c)By end of Lent 2 85.7% RE Teaching and Learning good or better c) By end of Lent 2 85.7% of teachers working in-line with CMAT career stage expectations for teaching RE d)By end of Pentecost 2 100% RE Teaching and Learning good or better e) By end of Pentecost 2 100% of teachers working in-line with CMAT career stage expectations for teaching RE f)By end of Pentecost 2 57.1% of RE teaching Outstanding</p>
<p>2-Behaviour and Attitudes: To use a systematic and relationship-based well-being approach to re-establish children’s engagement and development in learning.</p>	<p>2.1 Leaders accurately make judgements about strengths and areas of development of behaviours and attitudes. 2.2 Pupils will have a good understanding of key steps to positive growth mind-set and the 5 ways to Well-Being 2.3 Staff explicitly teach and model positive behaviour, expectations and interactions 2.4 Pupils and Staff have a clear understanding of Healthy Mental and Physical well-being and the link between mental and physical health to academic outcomes</p>	<p>a) By end of Advent 1 staff will have delivered 5 Days Programme as part of 5 Ways to well-being recovery. b)By end of Advent 1 pupils and families will understand the 5 Ways to well-being approach and understand the importance of positive mental health c)By the end of Lent 1 Ways to well-being will be embedded into school life with 5 key areas understood by the overwhelming majority of pupils and families d) By the end of Lent 1 pupils will be accessing a broad and balanced curriculum having completed the recovery phase terms</p>

	<p>2.5 Pupil understand how education equips them with the behaviours and attitudes required for successful learning and citizenship</p> <p>2.6 Staff consider the impact of COVID and focus on 5 ways to well-being and relationships as part of a robust recovery curriculum</p>	
<p>3-Personal Development: To raise the standards and attainment in language acquisition through English catch up programmes.</p>	<p>3.1 Leaders support the development of English and language acquisition through their action planning including intervention provision</p> <p>3.2 Teaching of Writing and Writing Catch Programmes across subjects use a range of sources to capture pupil engagement, enjoyment, imagination and development of language.</p> <p>3.3 Staff utilise Jane Considine resources to plan lessons and catch up programmes to ensure pupils understand writing for a purpose and development of subject knowledge</p> <p>3.4 Marking and Feedback in lessons and catch up programmes supports the development of technical and varied vocabulary</p> <p>3.5 Staff model correct standard of English throughout school and when modelling, re-casting where inaccuracies are witnessed</p> <p>3.6 Pupils are widely exposed to books and read frequently through daily shared/guided reading sessions or catch</p>	<p>a)By end of Advent 2 71.4% English and Catch Up Programmes ,Teaching and Learning good or better</p> <p>b)By end of Lent 2 85.7% English and Catch Up Programmes, Teaching and Learning good or better</p> <p>c)By end of Pentecost 2 100% English and Catch Up Programmes, Teaching and Learning good or better</p> <p>f)By end of Pentecost 2 57.1% of English and Catch Up Programmes teaching Outstanding</p>

	up programmes that take place in addition to daily DEAR time	
4-Leadership and Management: To develop the effectiveness of all middle and senior leaders so that a broad and balanced curriculum offer is re-established following COVID Recovery.	<p>4.1 Leaders make accurate judgements of the performance in the area they lead</p> <p>4.2 Leaders independently and confidently monitor and evaluate the quality of education and impact of interventions</p> <p>4.3 Leaders plan precisely for school improvement</p> <p>4.4 Leaders hold colleagues to account for outcomes of all pupils</p> <p>4.5 Leaders demonstrate they have improved pupil outcomes by supporting and coaching staff</p> <p>4.6 Leaders have planned effective recovery approaches following COVID Pandemic and wider school re-opening</p>	<p>a) By end of Advent 2 Leadership and Management meet 6/8 Ofsted Good Criteria</p> <p>b) By end of Advent 2 Leadership and Management meet 2/5 Ofsted Outstanding Criteria</p> <p>c) By end of Lent 2 Leadership and Management meet 8/8 Ofsted Good Criteria</p> <p>d) By end of Lent 2 Leadership and Management meet 3/5 Ofsted Outstanding Criteria</p> <p>e) By end of Pentecost 2 Leadership and Management meet 8/8 Ofsted Good Criteria</p> <p>f) By end of Pentecost 2 Leadership and Management meet 5/5 Ofsted Outstanding Criteria</p>
5-Early Years Foundation Stage: To sustain a successful transition from EYFS to Year 1 through the completion of the EYFS profile to NC standards.	<p>5.1 Teachers complete an accurate baseline on entry</p> <p>5.2 Both EYFS and Year one team have a clear understanding between the principles that underpin the Primary National Curriculum and the Early Years Foundation Stage</p> <p>5.3 Learning environment and resources reflect the current cohorts needs</p> <p>5.4 Parents and children are supported and well informed</p> <p>5.5 A clear analysis of the Foundation Stage Profile is completed</p> <p>5.6 Teaching and learning reflects practical approaches and structured play</p> <p>5.6 Teaching and learning reflects</p>	<p>a) By end of Advent 1 Teachers will have an accurate assessment on where children are at</p> <p>b) By the end of Advent 2 summative assessments will be completed to see who is on track and who needs planned intervention support</p> <p>c) By the end of Lent 2 summative assessment will show who is on track for GLD and who needs planned intervention to achieve GLD</p> <p>d) by the end of Pentecost 1 moderation on EYFS will have taken place</p> <p>e) By end of Lent 1 Year 1 teacher and team will have a clear idea of the key principles that underpin the EYFS and how the Early Learning Goals correlate with the National Curriculum</p> <p>f) by the end of Lent 1 the EYFS team will have a clear understanding of the expectations for year 1.</p> <p>g) By lent 2 EYFS team will hold expectations for year 1 at the forefront of all learning to support with transition</p> <p>h) by advent 2 all teachers will have a clear understanding of the characteristics of Effective Learning</p>

	practical approaches and structured play	<p>i) by end of advent 1 from accurate assessments and knowledge of children areas outside can be separated into covid safe areas allowing opportunity for playing and exploring, critical thinking and being active and motivated v</p> <p>j) by lent 1 all teachers will have completed an online quiz https://www.ndna.org.uk/NDNA/Training/Quizzes/coel_quiz_NDNA.aspx</p> <p>k) by the end of Pentecost 1 consider CofEL before planning to ensure we are engaging, motivating and encouraging thinking within our creative curriculum</p> <p>l) by the end of Pentecost 1 children will independently access and used outside area to support learning</p> <p>m) on a termly bases parents will understand where their child is at and their next steps to learning</p> <p>n) on a weekly basis parents will have activities and resources to use at home to support learning</p> <p>o) By the end of advent 2 all parents will have a copy of each ELG and understand where their child should be by the end of reception d)by the end of Pentecost 1 parents will have met year 1 team, classroom and seen expectations for the year ahead</p> <p>p) By the end of Pentecost 2 children will be familiar with year one classroom and adults</p> <p>q) by advent 2 subject coordinators will be given a copy of development matters for their subject</p> <p>r) By lent 2 all subject coordinators will have looked at key knowledge and skills and added this to the curriculum about what children need to achieve in reception taking in to consideration the progression into year 1.</p>
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