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**Our Lady of Lourdes Catholic Multi Academy Trust Curriculum Aims and Values**

**Intent - Implementation – Impact**

**2022-2023**

We are first and foremost a CMAT and aim to provide an outstanding faith based education; we place the life, teachings and person of Jesus Christ at the centre of everything we do. Jesus taught us to put children first:

“Let the little children come to me, and do not hinder them, for the Kingdom of Heaven belongs to such as these.”

(Matthew 19:14)

CEO Mr James McGeachie; “My vision for our new trust is that all of our children and young adults will be happy, safe and inspired to flourish spiritually, socially and academically so that they can ‘live life to the full’.

**Intent:**

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

**Faith Love Forgiveness Compassion Patience Knowledge Honesty Kindness Hope Friendship**

Within our mission we have developed nine curriculum drivers that shape our curriculum, bring about the aims and values of our schools, and to respond to the particular needs of the community and our diocese.

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.

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.

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| Curriculum Intentions | **Intent** |  | **We ensure that every child feels:** | **A Sense of Belonging** | | | | | | | | **Valued for who they are** | | | | | | | | | | | **Respected** | | | | | | | | | |
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|  | **Our Lady of Loudes vision:** | Christ at the Centre | | | Development of the whole child | | | | | Outstanding Provision | | | | | | | Community | | | | Safety and Well-Being | | | | | | Culture of Excellence | | | |
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|  | The vision of the curriculum across our Catholic Multi Academy Trust. | Supporting parents and parishes in maintaining a ‘living sense of the faith’. | | | | Improving life chances through spiritual, academic and social development. | | | | | | | Empowered headteachers | | | | A culture of caring, sharing and supporting. | | | | | | | | | Consistently high standards in all schools for all young people. | | | | |
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| Teaching Intentions |  | Our Teaching Intentions are: | Is to trust. Faith helps us grow in friendship with Jesus and his friendship helps us become the best we can be by becoming more like him. | You accept someone as they are, you care for them, and care what happens to them. You love people you do not know by simple acts of kindness and by wanting the best for them. | | | | | Questioning You notice that a person is sad, in distress or in trouble, you care about how they are feeling and you want to help them. | | | | You are able to wait without complaining because you know that most things take time. You are calm and trusting. | | | You love your friend for the person they are not for what you can get from your friend. You always want the best for your friend and do not treat them badly but as a person whom you love. | | You decide, based on what you know, what is the best thing to do. You take time to think about what you must do and ask other people about it. | | | You are truthful with yourself and with others. You tell the truth without exaggerating what you say or without sometimes saying less than you know to be true even when admitting the truth may be hard to do. | | | | You think about other people, how they feel, and with tenderness you perform an act of care that brings happiness, relief or comfort. | | | | | | You know that when life gets hard you don’t give up but carry on hoping that things will get better. You trust that God is at work moving the world towards what is good. |
|  | Our Teaching Values/Virtues: | FAITH | LOVE | | | | | COMPASSION | | | | PATIENCE | | | FRIENDSHIP | | KNOWLEDGE | | | HONESTY | | | | KINDNESS | | | | | | HOPE |
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|  | 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. | | |
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| **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 | | PSHCE/P4C | | | | | | | | | Music | PE | | | | MFL | | | | Computing | | | | | | RSHE | | |
| **Specialist Roles:** PE, Music tuition  On site RE SLE and English, Mentoring and Assessment SLE. On-site LLE | | | | | | | **Sports:** Hockey, Football, Swimming, Rugby, Gym, Outside Gym, Tennis, Badminton Dodgeball, Dance, Athletics, Rounders, Adventure trails and Leadership. | | | | | | | | **Outdoor Provision:** 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 | | | | | | | | **Before and After school:**  Language, Reading, Creative Writing, Sports, Science, Art and Craft, Computing | | | | | |
| **Interventions:** | | 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. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Enrichment:** | | 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, PHSCE/P4C Safety Days, NSPCC Workshops | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Impact | **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. | | | |
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| Evaluation |  | We regularly review how well our curriculum goals enable achievement. | **High Quality Outcomes**   * 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? * Are there relevant contexts for high quality outcomes for English and Maths? * Are teaching expectations high enough? * Are there clear assessment criteria? * Are pupils challenged to think and to evaluate their learning? * Is assessment purposeful, efficient and used to shape future learning? | **Curriculum Content is Responsive and Relevant**   * Are pupils able to connect local, national and global contexts for learning? * Do children experience enjoyment in their learning? * Do teachers respond to educational research? * Are the rich resources within the local community and environment being maximised? * Are tasks adapted to reflect current affairs and technological and environmental changes? * Is AfL and Quality First Teaching responsive and effective? | | | | **Mastery for all Challenges for all**   * At point of learning, is the curriculum sufficiently challenging and appropriate for each child? * Are there opportunities to develop a deeper understanding of the learning values? * Are there high expectations for all? * Does the work of the children show that tasks are rich?   *We evaluate through curriculum outcomes, book scrutiny, pupil conferencing and assessment.* | | **Embedding Knowledge and Skills**   * 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? | | | | **Being part of a Family and a Community**   * 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 learning values explicitly taught in our projects and prepare them for their future lives - whatever they may be? * Do pupils engage with local community, national and global issues? * Are pupils able to relate their values and experience to Fundamental British Values? | |
|  | 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, steering and network meetings, headteacher forum | RE, R,W,M Tracking Data(O-Track) | | | | Social Skills Data/GL Assessment/send Value Toolkit | | Parent View and Parent Surveys – Stakeholder’s Voice | | | | Self-Assessment | |
|  | Speech & Language-Fluency Scales/Literacy Launchpad/YARC | Social Skills | | | | Book Scrutiny | | Foundation Subject Assessments | | | | Learning Walks | |
|  | Executive Headteacher Visits /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/Engagement Model | Rising Stars Scores/NFER | | | | Pupil, staff and Governor voice – Stakeholder’s Voice | | Comparison to National Data | | | | Comparison to Local Data | |