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**Our Lady of Lourdes Catholic Multi Academy Trust EYFS 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**

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.

**Implementation:**

**A coherently academic curriculum:**

Underpinned by our Trust and individual school and Gospel values (including Fundamental British values), curriculum drivers, learning habits, our academic curriculum uses the EYFS Statutory Framework as the basis for content and expectations. We have a start point and we know our end point will show progression of knowledge skill and understanding by:

a) The use of early Language

b) Termly topic map to ensure coverage.

c) A clear progression grid of skills.

A Curriculum map ensures the 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 area of learning and development 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 EYFS, 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. | 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 envelopes 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! | | | | | | |
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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 what 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 in EYFS we ensure children learn and develop well and are kept healthy and safe. Our curriculum comprises of 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. Children will have the right foundations for good future progress through school and life. | Listening, Attention and Understanding | | | Speaking | | | | Self-Regulation | | | | | Managing Self | | Building Relationships | | | | Gross Motor Skills | | | | Fine Motor Skills | | |
| Comprehension | | | Word Reading | | | | Writing | | | | | Number | | Number Patterns | | | | Past and Present | | | | People, Culture and Communities | | |
| The Natural World | | | Creating with Materials | | | | Being Imaginative | | | | | | | | | | | | | | | | | |
| **Unique Child** | | | | | **Positive Relationships** | | | | | | **Enabling Environments** | | | | | | | | **Learning and Developing** | | | | | |
| **Characteristics of Effective Learning:** Finding out and exploring, playing with what they know, being willing to ‘have a go’, Being involved and concentrating,  Keeping trying, Enjoying achieving what they set out to do, having their own ideas, making links, choosing ways to do things | | | | | **Topic overviews:** Ourselves, People who Help Us, Castles, Around the World, Farms, Minibeasts | | | | | | **Provision:** value all people, value learning, stimulating resources, rich learning opportunities through play and playful teaching, support for children to take risks and explore | | | | | | | | **Parent Partnership:** Transition, home visits, workshops, learning support material such as parent pocket guides, Parent Events, Tapestry, MS Teams, Reading Records, Newsletter, Twitter, Norbert Bear Twitter, PTA Facebook Page, School Website, Parents Evenings, School Report. | | | | | |
| **Interventions:** | | | Wellcomm, Speech and Language, Classroom Movers, Literacy Launch Pad, YARC, Maths, Word Reading, Writing Fine Motor Skills, Gross Motor, Sensory Circuits, Rainbows Bereavement, RE, Transition, Social Stories, Friendships, Anxiety, cooking, Nurture groups, Attachment, Self-regulation | | | | | | | | | | | | | | | | | | | | | |
| **Enrichment:** | | | Church visit, Nativity, chick hatching experience, caterpillar to butterfly experience, trips, class worship, Visitors, parents/grandparents in school days, topic theme days. Little Ways Week, Collective Worship, Prayer groups, 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, sporting event weeks- sports day, Value of Month and Term events/challenges, PSED Days such as Oral Health, 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 Literacy 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/Tapestry, 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 area of learning and development given integrity and taught systematically through EYFS? | | | | **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 | RE, L, M Tracking Data(O-Track) | | | | send Value Toolkit | | Parent View and Parent Surveys – Stakeholder’s Voice | | | | Self-Assessment | |
|  | Speech & Language-Fluency Scales/Literacy Launchpad | | | | | Book Scrutiny/Tapestry | | EYFS Academy Cluster Meetings | | | | Learning Walks | |
|  | Executive Headteacher Visits /Director of Performance and Standards visits | Lesson Observations | | | | Discussions – Staff/Pupils/Parents | | /Director of Performance and Standards Reports | | | | EYFS Governor Monitoring Visits and reports | |
|  | End of year Assessment (EYFSP) | NFER Reception Baseline Assessment (RBA) | | | | Pupil, staff and Governor voice – Stakeholder’s Voice | | Comparison to National Data | | | | Comparison to Local Data | |
|  | Wellcomm | Tapestry Observations | | | | | | | | | | | |