**St Therese of Lisieux CMAT LogoEnglish Martyrs Catholic Voluntary Academy Curriculum Aims and Values.**

**Intent \* Implementation \* Impact**

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**Intent:**

Our curriculum is designed around our school mission which ensures that our virtues permeate everything.

**“We grow and learn with the gifts we have been given, following in the footsteps of Jesus.”**

We have developed three design principles that shape our curriculum and builds on prior learning enabling children to learn more, know more and remember more.

The curriculum is underpinned by our school virtues : - faith, love, kindness, respect, love of learning, forgiveness, confidence, patience, resilience and courage.

1) **Head** – **The knowledge and skills that we impart to the children through our bespoke curriculum.**

2) **Heart** - **Character building through our school virtues developing a real sense of identity and ensuring we are the best we can possibly be.**

3) **Hand** - **Application of knowledge and skills through problem solving, critical thinking and creative learning .**

**Implementation:**

**A coherently planned academic curriculum:**

Underpinned by our school virtues our academic curriculum follows the EYFS statutory framework and the National Curriculum programmes of study as the basis for content and expectations. We have structured this so that each year group has:

a) A clear list of year group objectives for all areas of learning which must be covered.

b) A clear progression of skills and knowledge enabling curriculum coherence across the school and opportunities for children to build on prior learning.

c) Knowledge organisers for subject drivers with a clear set of vocabulary to further extend the knowledge of our children.

d ) A pedagogy focused on the characteristics of effective learning for all children.

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.

**Impact**

The impact of our curriculum is that each child learns more, knows more and remembers more so that they reach their full potential; spiritually, academically and personally ready for their next steps.

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| Curriculum Intentions | **Intent** |  | **We ensure that every child :** | **Grows and learns with the gifts we have been given, following in the footsteps of Jesus.** | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Design Principles :** | **Head**  **Knowledge and skills** | | | | | | | **Heart**  **Character Building** | | | | | | | | | | **Hand**  **Application of knowledge and skills** | | | | | | | |
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|  | **The aims of the curriculum at English Martyrs Catholic Voluntary academy.** | **To embed the Catholic ethos and values in all areas of the curriculum engaging the children to Encounter Jesus, understand and be involved in Discipleship and Missionary Discipleship.** | | **To teach relevant knowledge and skills and provide opportunities for our children to apply them using the National Curriculum Guidelines shaping our bespoke curriculum. To expose our children to a rich range of vocabulary through the knowledge we teach and the experiences we provide.** | | | | **To ensure learning is coherent and links are made within subjects, across year groups and between subjects ensuring that all children have a clear understanding of the why and how they are being taught.** | | | | **To grow our characteristics through teaching our school virtues, fostering a love of learning through highly engaging teaching and experiences.** | | | | **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.** | | | | **To encourage our children to share their learning with each other, their families and the wider community. To promote and model positive learning attitudes understanding our school virtues and British Values learning from others around us.** | | | | **To create a meaningful and rich dialogue about the world around us preparing our children for their next steps in learning.** | | |
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| Teaching Intentions |  | **Through our pedagogy ( our approach to teaching ) we want our children to be explorers, to be creative and critical thinkers using active learning wherever possible.** | **Purpose of the learning is made explicit leading to outcomes.** | **To develop all our children to be explorative, questioning, creative independent learners.** | | | **Use of Modelling by teachers and children.** | | | | | **Questioning in all areas of the curriculum.** | | | **Challenge for all and support where necessary** | | | | **Continuous formative assessment** | | | | **Moderation of assessments and judgements** | | | | **Valuing everyone’s work at whatever ability.** |
|  | **Our School Virtues are taught as part of our curriculum and embedded in all we do.** | **FAITH LOVE RESPECT FORGIVENESS KINDNESS PATIENCE COURAGE CONFIDENCE LOVE OF LEARNING RESILIENCE** | | | | | | | | | | | | | | | | | | | | | | | | |
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|  | **Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.** | **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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|  | **ImpLementation** |  | **Through the Catholic ethos 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.** | **RE** | | **English** | | | | **Mathematics** | | | | **Science** | | | | **History** | | | | **Geography** | | | | **Art** | | |
| **Design and Technology** | | **PSHE** | | | | **Music** | | | | **PE** | | | | **MFL** | | | | **Computing** | | | | **RSE** | | |
| **Specialist Roles:** Rutland school sports partnership, Rutland Music Hub, Educational psychology support, Early help, EIP, Speech and Language, Music tuition. | | | | | **Sports:** Physical literacy, Cricket, Football, Swimming, Dance, Rugby, Gym, Basketball, Tennis, hockey, Dodgeball, Dance, Athletics, Cross country, Netball, Rounders, Orienteering and Leadership. | | | | | | | | **Outdoor Provision:** Trim trail, Prayer Garden, Wildlife Pond, Gardening area, Forest school, Quiet Reading area and the Outside Gazebo. | | | | | | | | **Before and After school:** Breakfast, afterschool, snack and chat, playtime friendship finders, pupil leaders, extra curricular clubs , Digital leaders, Drama, First Communion, Gospel choir and Sports. | | | |
| **Interventions:** | | Lego therapy, speech and language through ELKAN, physical literacy, phonics, sensory circuits, nurture groups, play therapy, reading buddies, maths, numicon, emotional literacy through ELSA, reading, writing, handwriting, transition, social stories, friendships groups, problem solving, reading comprehension. | | | | | | | | | | | | | | | | | | | | | | |
| **Enrichment:** | | Briars residential Yr 6 pupils, Edith Weston residential Yr 3, Collective Worship, Chaplaincy and Little Lights, Eco Warriors, House Captains ,Remembrance Day, Harvest Festival, CAFOD, Safer Internet and E-safety, themed days and weeks, a variety of author days, Book Week, National Poetry day, other religious festival awareness days, Patron Saint’s Days, healthy living day, charity support, British Values Day, sport’s day, Virtue Nominations, Head teachers Awards, school trips, a variety of residential excursions, sporting opportunities both within curriculum time and outside, links with local secondary schools. | | | | | | | | | | | | | | | | | | | | | | |

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| Impact | **Impact** |  | Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas: | **IMPACT 1: Head**  Children are confident and successful learners, they make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum. | | | **IMPACT 2: Heart**  Children understand and demonstrate our virtues; they want to learn, achieve and make the right choices for their learning. The children are able to select learning attitudes to enhance learning and have a strong awareness of the qualities needed to be a respectful and responsible citizen. | | | | | | **IMPACT 3: Hand**  Children are able to use their knowledge and skills to solve problems and engage in critical thinking and creative learning across the curriculum. They are well prepared for their next step of learning. | | | |
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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? * 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? * Can we evidence that children learn more, know more and remember more in each year group ? | **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 assessment for learning 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? | | **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 the curriculum projects? * 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 virtues explicitly taught and prepare them for their future lives. * Do pupils engage with local community, national and global issues? * Are pupils able to relate their virtues and experiences to British Values? | |
|  | How we monitor and evaluate our success. | **Cross School and external moderation** | **Assessment and data analysis** | | | | **Pupil voice** | | **Parent View and Parent Surveys** | | | | **Self-Assessment** | |
|  | **Learning walks / Book scrutiny / planning scrutiny / talking to pupils** | **Knowledge organisers** | | | | **Learning walks / Book scrutiny / planning scrutiny / talking to pupils** | | **Evidence of Foundation Subject coverage and progression** | | | | **Learning Walks** | |
|  | **Peer review programme** | **Learning walks / Book scrutiny / planning scrutiny / talking to pupils** | | | | **Discussions – Staff/Pupils/Parents** | | **Knowledge organisers – evidence of prior learning** | | | | **Governor Monitoring Visits and reports** | |
|  | **Comparison to local and national data.** | **Pira Scores** | | | | **Pupil, staff and Governor voice** | | **Comparison to National Data** | | | | **Pupil voice / parents forum feedback** | |
|  |  |  |  | **Data analysis assessments, attendance and behaviour** | **Examples of planning / self evaluation by staff** | | | | **Peer review** | | **Learning walks** | | | | **Self evaluation /staff meetings** | |
|  |  |  |  | **Governor Monitoring Visits and reports** | **Governor Monitoring Visits and reports** | | | | **Governor Monitoring Visits and reports** | | **Peer review** | | | | **Lesson study evidence** | |