**Our Curriculum – intentions, implementation and impact**

**Curriculum intentions : Growing resilient leaders for today and tomorrow**

**Our learners are growing up in a fast paced changing society. At Our Lady’s we want all of our learners to know the difference that they can and do make in the world. We want them to engage, enjoy and evolve throughout their time at our Lady’s so that they have experiences that shape them to be resilient and confident in their own skills and, when leaving us for their next step in education, they are equipped for success and to make a difference in society.**

Intention 1: Develop our learner’s learning

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and exceed their potential academically, physically and artistically.

Intention 2: Develop the character of our learners

To develop learners to have a holistic set of values that prepares them for life in the modern world in a diverse and ever changing community. To know what it means to be a leader and to have the skills to self manage.

Intention 3: Develop behaviours and habits to become effective learners

To develop the behaviours learners need to succeed in the world such as resilience, curiosity, co-operation, the enjoyment of learning, reflection and self-improvement.

Intention 4: Develop the moral compass of our learners

To understand spirituality in themselves and others, develop social skills and understand society, build a firm set of personal morality, and to engage in the culture they live in and understand the cultures of others.

**Curriculum Implementation**

Our curriculum will be implemented with our intentions as the **drivers** behind our actions. By ensuring we think about what we learn, who we are when we are learning, how we act when we learn and who we are in the world, we build happy, resilient, successful, good citizens. Our implementation plan ensures our curriculum keeps us focussed on these areas.

Intention 1: Develop our learner’s learning

**Our promise to our learners**: Over and above any of our national curriculum learning, we promise holistic childhood experiences throughout their journey at Our Lady’s. In a recent research project managed by our school council ( 2024 ) our children stated what they felt they should experience before they left our school.

As a school we respect these and work to ensure that children are experiencing these as part of their diet in school.

**Religious Education**

At Our Lady’s Religious Education is fundamental to our ethos and values. It is much more than a subject and happens through our engagement with the church year as well as looking at learning from other faiths: sharing themes and events that we can use to develop our own understanding of how we relate to the world as well as using these to develop opportunities to reach out and make a difference to others, This is supported by a whole school weekly assembly and prayer focus through the Ten Ten resources.

Our RE curriculum identifies year group learning which we bring to life through discussion reflection and activity.

**Spoken language and vocabulary :** Quality talk is at the centre of our curriculum**.** We are working to ensure that our classroom and school culture promotes the power of talk to engage children, stimulate and extend their thinking, and develop their learning and understanding.

**We are building on our work as the Lead Royal Shakespeare School and using our engagement in a prolonged project with Voice 21 to deepen and develop our skills and commitment to the spoken word for learning ; Voice 21 is the UK lead oracy education charity. Our Lady’s has been working on an extended development project with other Blackpool Schools which began in Sept 2023.**

*Collective*: adults and children address learning tasks together, whether as a group or class.

*Reciprocal*: adults and children listen to each other, share ideas and consider alternative viewpoints.

*Supportive*: children articulate their ideas without fear of judgement or embarrassment. In this climate we are all working to develop and share understanding.

Cumulative: adults build opportunities to develop and build on ideas.

Purposeful: adults plan and steer classroom talk to develop specific educational goals.

**Reading** – Our teachers work to give us a real sense of the joy of reading. We read and are read to in school using books that cover all genre. Our teachers regularly update our in class reading areas. We use these and books from the school library to read for pleasure. Our teachers update our reading scheme to ensure that the books available to us are suitable and of interest. Our reading journey in school begins with the nationally approved read, Write Inc Scheme. Through daily explicit teaching we are immersed in phonics and tricky word reading skills and make the links with both the reading and writing of these sounds and words. This continues in Reception, Year 1 and Year 2 enabling us to begin the reading journey with knowledge and confidence.

Our teachers and parents work to give us the skills to be able to read and understand all texts. In each year group teachers work to check that our reading skills are developing well. If we are finding reading a challenge we have access to support so that gaps are being narrowed. Our teachers work with us to check we are reading books that will challenge us, and create exciting reading areas around the school.

**Writing** – In Reception and Year 1 we learn the important skill of holding our sentence for writing and growing our skills to write single words, sentences and paragraphs. In year 2 we are introduced to The Read to Write scheme of work which is used throughout the rest of our time in school. This approach introduces text to classes of pupils with children growing in confidence and skill throughout a unit as teachers model and journey with pupils. We look at text experience and knowledge, comprehension skills, grammar skills, writing planning and extended writing to give us a regular routine that helps us build up competency. We work hard on handwriting and presentation, and edit our work carefully to improve it. We use high quality text and we work together to look at the detail of a text and what makes it into quality writing. This helps us to grow in skills and enthusiasm to understand the writing process and to become writers together and independently.

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**Maths** – our teachers use a national maths scheme called Power Maths alongside other resources to map a curriculum that gives us opportunities to develop accuracy, fluency and reasoning. Our teachers have been working with the national MathsHub to create opportunities for our learning. We are assessed termly using a national framework.

**Foundation subjects** – Our teachers plan foundation subjects using progressive skills, which show what we should be learning in each year group in each subject. They check our learning against these. They keep a record of how each class is doing in each subject, including who is secure in the areas and who is working at age related expectations. Our teachers plan a wide variety of educational visits out including residentials, visitors into school and inspire days. We work with St Mary’s and St Bede’s to experience a range of science and outreach activities.

Our school is alive with music and performance. We have a choir and everyone in our school has the opportunity to learn how to play an instrument. In year 3 and Year 4 we have experienced learning the recorder and a brass instrument. We are then invited to take part in extra curricula learning of instruments including flute, piano , drums and brass. Each year we experience a drums showcase where children from our school past and present share their skills.

As the Lead Shakespeare School for Blackpool we have annual opportunities to present and perform with The Royal Shakespeare Company as well as the Grand Theatre. Across Key stage 2 children will have experience of Shakespeare text and to see it performed by national experts. This strengthens and supports our Oracy curriculum for all pupils as well providing very high quality experiences to enhance our class and school work.

We have worked hard to promote equality of sport for all pupils. We have after school clubs that promote participation as well as offering competitive opportunities for higher achieving pupils. In 2024 to 25 our girls football team won both of the Blackpoll and Blackpool Football Club finals, going on to compete in the Lancashire finals.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

Our own values were created by us. We refer to them all the time. Our values help each one of us to be safe and to be trusted and to trust each other. At Our Lady’s *forgiveness* is a fundamental value. We learn through our assemblies and liturgies that each one of us is deeply loved.

Our character values are: Care Learn and Respect

We are all role models for each other. Some of our older pupils have responsibilities that show our values in action. These include:

**School council, play leaders, buddies and prefects.**

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

Our Academy understands that learning about learning helps us to be better learners. Our teachers have been working on building metacognitive skills ( learning powers ) into every area of our learning. At Our Lady’s we have worked together to unlock what a successful learning behaviours. Our learning values are :

Have a go

Resilience

Aim high

Self belief

We earn team points and certificates for demonstrating character and learning values. We celebrate these in our weekly celebration assembly. We are working as a staff team on shifting children’s thinking away from reward to a sense of pride and empowerment.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

When we plan the curriculum, we think not just about what we should learn and how we should learn it, but also how we can bring in an understanding of morality and the wider world. We do this through:

* Our shared experience of church. Developing a relationship with God is an invitation. Our teaching of the values and example of Jesus teaches the children inclusive and positive attitudes. Weekly whole school themes are reinforced through daily reflections and prayers in each classroom using a national resource from Ten Ten.
* Throughout the year we plan opportunities for faith in action through fund raising and collective community events.
* Our RE curriculum promotes learning of knowledge alongside discussion and reflection on how this can and does impact on our own lives. We promote an inclusive curriculum that develops respect of all.
* Our personal and social emotional health education programme is progressed throughout each year group and deepened by our whole school personal development programme where children are encouraged to be role models and to lead rather than to follow.
* We work with local community groups such as, working with local charities, collecting and raising money for charities. We aim to increase our learner’s engagement with activities that benefit other members of the community and beyond.

Our shared values of care and respect have been named by all of us together. We reflect on these wherever possible and seek ways for children to understand. They are :

Care :

Respect :

**Impact**

What do we hope will be the impact of our curriculum and how do we measure it?

Intention 1: Develop our learner’s learning

We strive to ensure that our children’s attainment in core and foundation subjects is in line with or exceeding their potential when we consider the varied starting points of children. We measure this carefully using a range of materials, but always considering Age Related Expectations. We intend that the impact is that children will be academically and physically prepared for life at each stage of their primary school life as well as in their next step to secondary school and in Modern Britain and the world.

Intention 2: Develop the character of our learners (Our heart and character: Who we are when we learn)

The impact will be that our learners will have fully rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles in our school. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.

Intention 3: Develop behaviours and habits to become effective learners (Our actions and attitudes: How we act when we learn)

The impact we intend to achieve by developing this intention is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge. The impact should be that children don’t compare themselves with others, are able to articulate what they are doing well in their learning and what they need to do next to improve. Our children should be equipped with the skills to achieve success.

Intention 4: Develop the moral compass of our learners (Our place in the community and wider world: Who we are)

Our learners will be motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community. They will be able to decide what is right and what is wrong, and will be resilient to the influence of others. They will have a voice when they know that they do not feel safe and take assertive action. They will make a difference in their own life and to others. Our learners will recognise that they can be in all aspects of their lives and will have had experience of this throughout their time at Our Lady’s.

