

St Francis' Catholic Primary School, Goosnargh

Curriculum Intent, Implementation and Impact

St. Francis' Catholic Primary School

LIVING FEELING DREAMING

Living our life as Jesus taught us Feeling the Gospel Values Dreaming of bright futures for all
As children of God, we care for each other and we always try to do our best'

At St.Francis' Catholic Primary School the curriculum encompasses our Mission Statement:

Mission Statement

Everyone at St.Francis' Catholic Primary School and Pre-School tries to be like Jesus. We work together to make our school and community a welcoming and happy place to learn. Made in the image of God, we care for each other and we always try to do our best.

Intent

The aim of our curriculum is for children to be genuinely interested in what is being taught, for all to be motivated and fully access well sequenced lessons that are engaging and accessible, yet ambitious for all.

Through our curriculum offer, we want our children to be inspired and to discover God given talents and passions they didn't know existed. We want our children to enjoying making connections in all subjects and remember more to know more. Every opportunity is a learning opportunity and we want every child in our care to thrive, succeed, be happy and well prepared for later on it life using the toolkit they were given at St.Francis'.

Our curriculum is designed to give our children the knowledge, skills and wisdom they need make good choices and keep themselves safe and to provide them with every opportunity to shine.

We want our children to be intrinsically motivated to learn because of the vibrant, broad and creative curriculum opportunities they had during their time in our school. With Christ at the Centre, we teach and develop children through love and positivity. All staff care deeply about what children are being taught and we want all children to have high aspirations, self-belief and be kind, as Jesus taught us to.

Our school curriculum is underpinned by our Mission Statement. In particular, it is based on the following principles:

Catholicity and morality

We believe that the rites, practices and teaching of the Catholic church drive what we aim to achieve with all members of our community. We promote moral education driven by Gospel values to instil principles that guide our choices. We aim to develop the spiritual dimension in all of us in order to reflect about our own beliefs and perspectives on life, respect other people and appreciate the magnitude of awe and wonder in our world. We promote social and cultural education to help each of us positively relate to each other and an appreciation of the diversity within our society.

Pupil individuality and worth

We believe that each person is a unique creation of a loving God and has been endowed with particular gifts to be developed and used for the service of others. We believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

Breadth, balance and creativity

We believe that all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Children acquire knowledge through a range of different subjects and experiences which prepares them as future citizens. Our children are intellectually developed and in addition to curriculum knowledge, long term memory is built through interconnections of ideas, concepts and skills across all subjects. We have high ambition for all of our children.

Continuity and progression

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability

In all of our subjects, we have reflected upon what it means for us to have high expectations and ambition for all. One size does not fit all and we are responsive to all learners in school.

Quality first teaching means that children's needs will be met through inclusive and effective teaching. By creating an emotionally supportive environment, breaking down complex content, sequencing learning within lessons, reducing distraction, rephrasing questions, intervening at the right time, providing the right support, providing the right resources and using effective teaching and learning strategies.

We believe the curriculum should be adapted to meet the needs, aspirations and interests of pupils and prepare them for the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfilment.

Partnership with parents

In determining the curriculum we are mindful that our role is one of partnership with parents. We welcome the participation of parents and value their contribution to the life of the school and include them where appropriate as members of our learning community. Every half term, families and children receive a 'Curriculum Learning Booklet' to highlight what will be learnt during the topic, units of work and what support can be given at home. This includes new key vocabulary being taught, quizzes and interesting websites to study. Our Pick 'N' Mix Learning Log style of homework ensures that children are engaging in a broad range of home learning activities to enhance our curriculum offer.

Implementation

Planning the curriculum

Teachers plan the curriculum according to the agreed programme which ensures that the children experience a wide range of knowledge and skills throughout each Key Stage as stated in the National Curriculum. Due to mixed age classes, we have yearly cycles which are planned to support sequential learning, supporting children to know more and remember more.

We have developed our own planning format for each unit of work to identify the knowledge to be taught and learnt, the skills to be developed and the links with other curriculum areas to be promoted.

We begin each topic with a focus on 'LIVING, FEELING, DREAMING' LIVING our lives as Jesus taught us, FEELING the Gospel values and DREAMING of bright futures for all. We begin with Big thinking questions and we have an exciting topic 'launch' to engage our children and bring learning to life.

Professional development opportunities (individual and whole school) are provided for teachers to further develop subject knowledge and expertise.

Progression - The teaching and learning of knowledge and skills

There is an agreed plan for the continual progression of the teaching and learning of knowledge and skills to be developed in the children.

Adaptive Teaching

All children learn in different ways and at different speeds. Adaptive teaching begins by having the same learning intentions for all pupils without lowering expectations. In order for all children to achieve these learning intentions it will be necessary to adapt teaching.

In lessons adaptations may include:

- assessment of prior learning and adapting lessons to meet the needs of all children
- pre-teaching or earlier encounters with concepts
- sequenced steps and clear modelling of tasks
- teacher intervention to address gaps or misconceptions
- the use of appropriate vocabulary at varying levels of difficulty during lessons
- careful use of support for pupils with English as an additional language
- dual coding with key vocabulary and pictures
- adapted texts
- simplifying language
- modelling and scaffolding of tasks through a variety of resources
- employing a range of ways for children to record and present their ideas and learning, including technology.
- discussions with children, alongside their work (teacher knowledge)
- flexible working groups to work to the strengths of the individuals and promote peer to peer support
- regular opportunities to revisit previously taught knowledge
- different colour paper/overlays/background on the whiteboard
- provide a prompt
- regular opportunities to discuss pupils own diverse cultural and religious life
- anticipate possible difficulties with children handling certain content
- modifying and/or repeating language and instructions
- re-explaining of a concept or explanation in a different way
- reminders of essential content or steps
- provide a knowledge organiser prompt, sentence starters, structure strips or question stems

- provide additional scaffold either verbal, visual or written
- setting of an immediate goal
- recognising and responding to a child's emotional state

Consolidation

The knowledge the children have gained in a unit of work is constantly revisited to reinforce learning such as at the beginning of a new unit of work. This is to ensure that the knowledge is embedded and retained to inform and link with new units of learning. The teaching of skills are consolidated with each new unit of learning.

Challenge

Opportunities for extension activities are built into the teaching of a unit of learning according to the age and ability of the children in order to provide stretch and challenge and greater understanding for all learners.

Enrichment

Opportunities for a wider understanding of the curriculum are incorporated into the planning of a unit of learning. This may include extension opportunities, such as research, and other activities such as visits to local places of interest.

By the time children leave our school, they will have access to a well-rounded curriculum with excellent curriculum experiences to:

- Raise money for charity
- Take part in a young enterprise initiative
- Take part in national theme weeks
- Visit an art gallery
- Dress up
- Watch a pantomime
- Experience a residential outdoor education visit
- Learn to play a musical instrument
- Learn to speak Spanish with National Curriculum requirements
- Visit a museum
- Visit a farm
- Write a story and send it to an author
- Write a poem and send it to a poet
- Participate in sporting competitions and enrichment opportunities
- Learn to swim
- Perform in a school drama production
- Visit a contrasting place of worship
- Link with other schools and attend community events
- Experience reflective theme days and awareness days
- Enjoy free forest schools activities
- Be a buddy to younger children in school
- Engage in a STEM project
- Enjoy gardening
- Bake for a purpose
- Organise and lead children leading children initiatives such as lunchtime clubs
- Take part in a music competition with other schools

- Learn how to be kind
- Be ready for our world

Continuity

Teaching and learning links with many other areas of the curriculum to support the whole development of the children as stated in our mission for the school.

Assessment

Each unit of work taught and learnt is assessed by the teachers to determine what learning has taken place. This assessment takes a variety of forms (talking to children, quizzes, testing) and is assessed against the knowledge to be gained as stated on the Knowledge planning format. These assessments will inform future planning and provision.

The Subject Leader will discuss the provision of the teaching in the school with the teachers (staff meetings) and quality assure provision through other monitoring strategies such as book looks, talking to children, moderation of work and cluster meetings. The Subject Leader will ensure that an Improvement Plan is developed which evaluates current provision and prioritises actions for future.

Impact

We are able to monitor and evaluate the impact of teaching through our embedded self-evaluation procedures. This will enable us to know if the curriculum is successful or not. These procedures include curriculum review in staff meetings, book looks, ongoing assessment, reinforcement of knowledge before a new unit of learning, talking to children and professional development opportunities. These procedures enable us to review provision in order to ensure that the curriculum meets the needs of the pupils as stated in our intent.

The information gleaned from these strategies will provide the future action for the annual Improvement Plan in order to improve teaching and learning further.

Our children achieve highly and they enjoy a broad curriculum. They speak joyfully about what they have learnt and remembered.