# CURRICULUM & CULTURE

# St. Mary's Primary School

*'Called by God'*

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**Bishop Hogarth Catholic Education Trust (BHCET) is a community where all are provided with the opportunity to achieve their full potential in a way that is rooted firmly in the values of the Gospel.**

Our Catholic ethos and support for one another as a family of schools drives all that we do. Our mission is guided by a collective culture and vision where:

*'Our schools are places of excellence – providing service and witness to children, their families, and the wider Catholic community. By adding value as a family of schools, we will enrich the learning and experience of all our young people so they may achieve their full potential.'*

**"Catholic schools evangelise culture because they address the deepest questions about what it is to be human and live in society. They open pupils' minds to the transcendent dimension of life and the reality of God revealed in Jesus Christ. The Catholic school enables each child to develop their God-given gifts in order to engage in building a better society which is characterised by justice, truth and love."**
Hexham and Newcastle Diocese Education

The purpose of this booklet is to provide clarity on our shared position, useful documents to use and adapt. It is based upon recent and relevant research.

We are committed to providing culture, opportunities, and high-quality experiences to our students. We develop their character by modelling, teaching and shaping the Virtues of:

- Justice and Compassion
- Honesty and Responsibility
- Respect and Self belief
- Confidence and Resilience

Through the principles of Virtue Theory, our students will nurture and develop these balanced virtues as a 'golden mean.' Through their interactions and experiences with staff, their peers, and the wider community, they will exercise and develop the Virtues to positively contribute to society and live a happy and fulfilled life.

*"I came so that they may have life and have it to the full"*
*Jn 10:10*
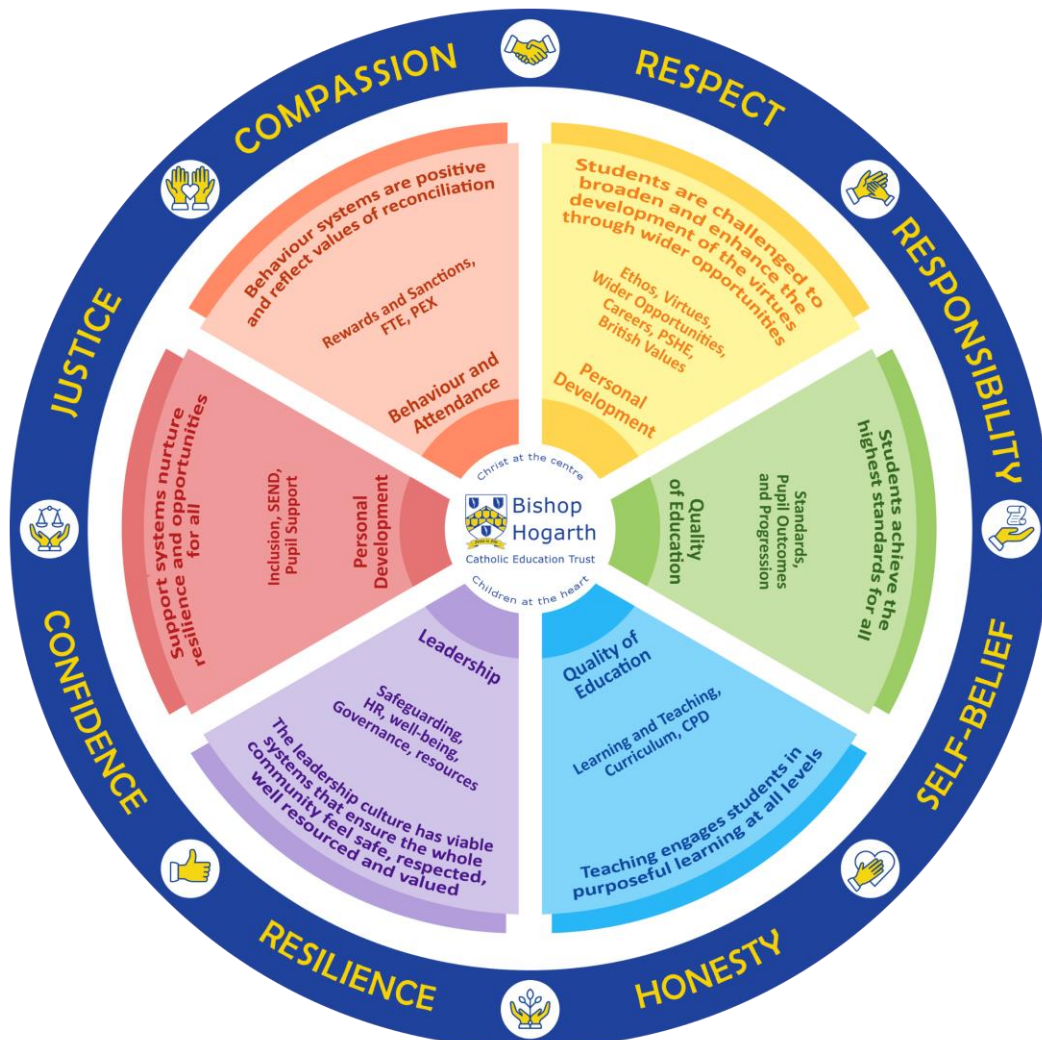


**In all that we do, we are guided by our faith, committed to cultivating compassionate individuals who will make a positive impact on the world around them.**

# SAFEGUARDING CULTURE
### *It could happen here...*

**Our schools will:**
- Be a safe environment for all
- Keep one fully up to date Single Central Record (SCR)
- Clearly publicise DSL/DDSL and all key contacts
- Act in the best interests of the child, always
- Have fully trained DSL and DDSLs
- Have a nominated governor for safeguarding
- Induct all new members of staff in safeguarding procedures
- Ensure safer recruitment procedures are followed
- Respond to the Trust online filtering and monitoring system 'Lightspeed'

**Trust Expectations at school level. Annually, leaders will ensure they:**
- Have a safeguarding policy – ratified by Governors by the first full week in September
- Publish a safeguarding plan
- Ensure DBS declaration is completed by all and quality assured by leaders
- Complete the Safeguarding Audit – moderated by external consultants
- All staff/governors undertake KCSIE training

**Staff will:**
- Adhere to the Safeguarding Policy
- Know who the DSL/DDSLs are in the school they are working in
- Listen to and take seriously disclosures or information that a child may be at risk

**What staff should do if they have a concern about a child/ risk of harm?**

**Clarify** the information with open questions
**Record** only what the pupil says
**Explain** that we cannot keep secrets
**Reassure** they will be taken seriously
**Listen** to the child's wishes/feelings
**Explain** what will happen next
**Reassure** those who 'need to know' will be told
**Ensure** referrals are made to the DSLs
**Record** the incident in accordance with policy

**Concerns about staff:**
- If about a member of staff refer to HT
- If about the HT, refer to the CEO
- If about the CEO, refer to Chair of Directors
- Trust Safeguarding Lead

**Trust Expectations at School Improvement level:**
Report to Governors and Directors with an accurate view of safeguarding
Work with individual schools where safeguarding support is needed

## SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

# ATTENDANCE CULTURE

Our curriculum is engaging, purposeful and motivational. We will have a no excuse approach to good attendance and punctuality. Where this is not happening, our role is to remove any barrier. A robust strategy will ensure regular and punctual school attendance which is proven to have a direct impact on children's outcomes and life chances. Our aspiration is for all schools in our Trust to be at, or beyond, national averages or have a strong positive trend towards meeting this goal.

**Our Trust schools will:**

- Have positive relationships with a fair and consistent approach

- Breakdown barriers

- Ensure pupils feel safe, secure, and valued

- Adhere to statutory guidance

- Have robust procedures and a policy that is understood by all

| | |
|---|---|
| **98% - 100%** | **Expected. Celebrate pupil attendance** |
| **95% - 97%** | **Start informal monitoring** |
| **95% - 90%** | **At risk of persistent absence. Start trust attendance intervention** |
| **Below 90%** | **Persistent absence. Implement trust attendance intervention** |
| **Below 50%** | **Severe. Implement trust attendance intervention** |

*"Attendance needs to be everyone's business, we must do everything we can ... to make sure children are in school, every day, and ready to learn. Not just for their future, but for their wellbeing and safety too."*

**- Rachel De Souza**

| **95%** Attendance | **9** Days Absent | **2** Weeks Absent | **50** Lessons Missed |
|---|---|---|---|
| **90%** Attendance | **19** Days Absent | **4** Weeks Absent | **100** Lessons Missed |
| **85%** Attendance | **29** Days Absent | **6** Weeks Absent | **150** Lessons Missed |
| **80%** Attendance | **38** Days Absent | **8** Weeks Absent | **200** Lessons Missed |
| **75%** Attendance | **48** Days Absent | **10** Weeks Absent | **250** Lessons Missed |
| **70%** Attendance | **57** Days Absent | **11.5** Weeks Absent | **290** Lessons Missed |
| **65%** Attendance | **67** Days Absent | **13.5** Weeks Absent | **340** Lessons Missed |

**The greatest impact of high rates of attendance:**

- The removal of barriers

- Swift intervention

- Strong relationships with parents

- Pupils develop exceptional routines and habits

- Pupils ready to succeed in the next phase of their journey

# ATTENDANCE CULTURE

## Trust Expectations at School Level:

Dedicated senior leader with clearly assigned responsibilities for attendance.

Attendance evaluation to be a weekly SLT agenda item.

Pupils are prioritised for first day calls (vulnerable groups for attendance).

Weekly reports to staff across the school from attendance leaders.

Consistently reward and incentivise attendance.

Prompt action with parents where attendance is below expectations.

Stepped/ personalised approach to communication with parents.

Attendance leads monitor the impact of attendance interventions.

Forensic analysis of data to identify and act on trends and patterns.

Engage with external agencies where safeguarding or other concerns.
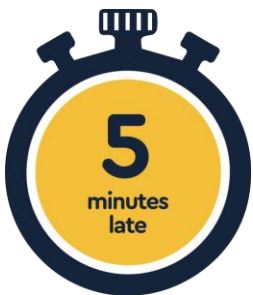
**5** Minutes late each school day
**=**
**3** school days lost each year

*"Tenacity is very important ... It's about parents knowing that we are not going to let go."*

**- DfE May 2022 Improving School Attendance**

**Impact**
Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

## School Expectations from Trust:

Whole Trust data analysis.

Report to Governors and Directors with accurate view of school attendance.

Work with individual schools where attendance is highlighted as low.

Media teams will highlight attendance on social media.

**We listen, understand, empathise and support but we do not tolerate.**

# BEHAVIOUR AND ATTITUDES CULTURE

Pupils and staff thrive in an environment in which they feel safe, valued and respected. We have high expectations and are committed to ensuring a positive approach to behaviour. We accept that positive praise, recognition, and restorative practice are more effective than disciplinary measures. Behaviour in school is inseparable from academic achievement, safety, welfare and well-being.

**We have a behaviour culture that that frames behaviour in terms of three relationships:**

- Relationship with self
- Relationship with others
- Relationship with curriculum

**Through our behaviour culture, we:**

- Empower our pupils to take responsibility for their actions
- Foster mutual respect, clear expectations, and consistent consequences.
- Encourage positive relationships for learning.
- Create a foundation for effective teaching.
- Nurture a supportive and positive relationship with the curriculum.
- Encourage pupils to engage and find meaning in their learning.
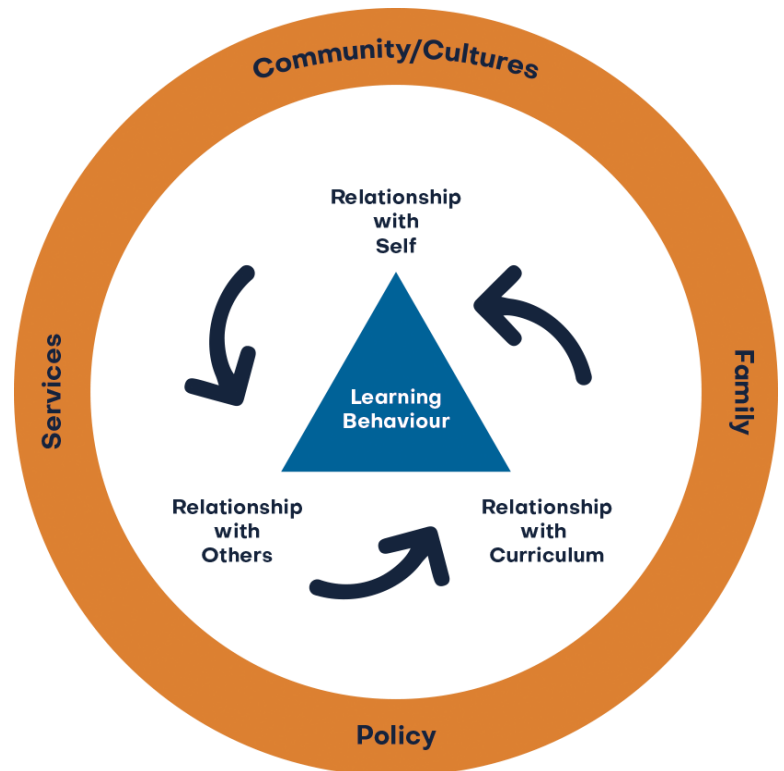


*"Encouraging a positive self-concept enhances resilience, motivation and confidence, contributing to a conducive learning environment."*
**- EEF**

## We expect schools to have:

A Christ centred approach that ensures a calm, safe and supportive environment for all.

A culture that is free from fear, discrimination, and bullying, where all know they belong.

The highest expectations of pupil behaviour to ensure all excel.

A no tolerance approach to all bullying, where pupils accept responsibility for their actions.

An active partnership with families to encourage a shared approach to excellent behaviour.

A curriculum to develop excellent learning habits to be successful.

Independent pupils with high self-esteem.

A culture focused on attaining excellence.

Positive relationships to make all feel welcome.

# BEHAVIOUR AND ATTITUDES CULTURE

## Implementation

- Our strategies are designed to prevent undesirable behaviour.

- Good relationships mean pupils want to behave.

- We encourage simple, approaches and expect pupils to be known individually.

- We recognise the importance of consistency and coherence when managing behaviour.

- We establish the rationale for implementing behaviour strategies, then ensure it is embedded.

- For pupils who find regulation difficult, we use personalised approaches.

- Staff are trained in specific strategies for dealing with pupils with high behaviour needs.

- Our curriculum teaches the importance of behaviour for learning.

- Pupils' self-perception and confidence influences their ability to navigate challenges.

- We foster a collaborative atmosphere which promotes collective learning.

- Peer interactions are encouraged to influence behaviour and attitude towards learning.

- Teamwork and mutual support enhance the social fabric of the classroom.

- Our curriculum is adapted which will lead to the experience of success for all.

- By cultivating a positive curriculum, we create an environment where behaviour for learning thrives.

- Improvements to behaviour will be evidenced in pupil voice, staff voice, behaviour incidents recorded and parent feedback.

- Leaders in school are expected to analyse behaviour termly to inform further actions.

## Impact

- We will establish a culture where relationships impact positively on behaviour for learning and attitudes.

- Leaders and staff will have created a safe, calm, orderly and positive environment.

- Behaviour will be exceptional because positive attitudes to learning are strong.

- Pupils feel safe from bullying. If it takes place, it is dealt with quickly, consistently, effectively.

- Pupils are ready to succeed in their next phase of their journey.

# CURRICULUM VISION
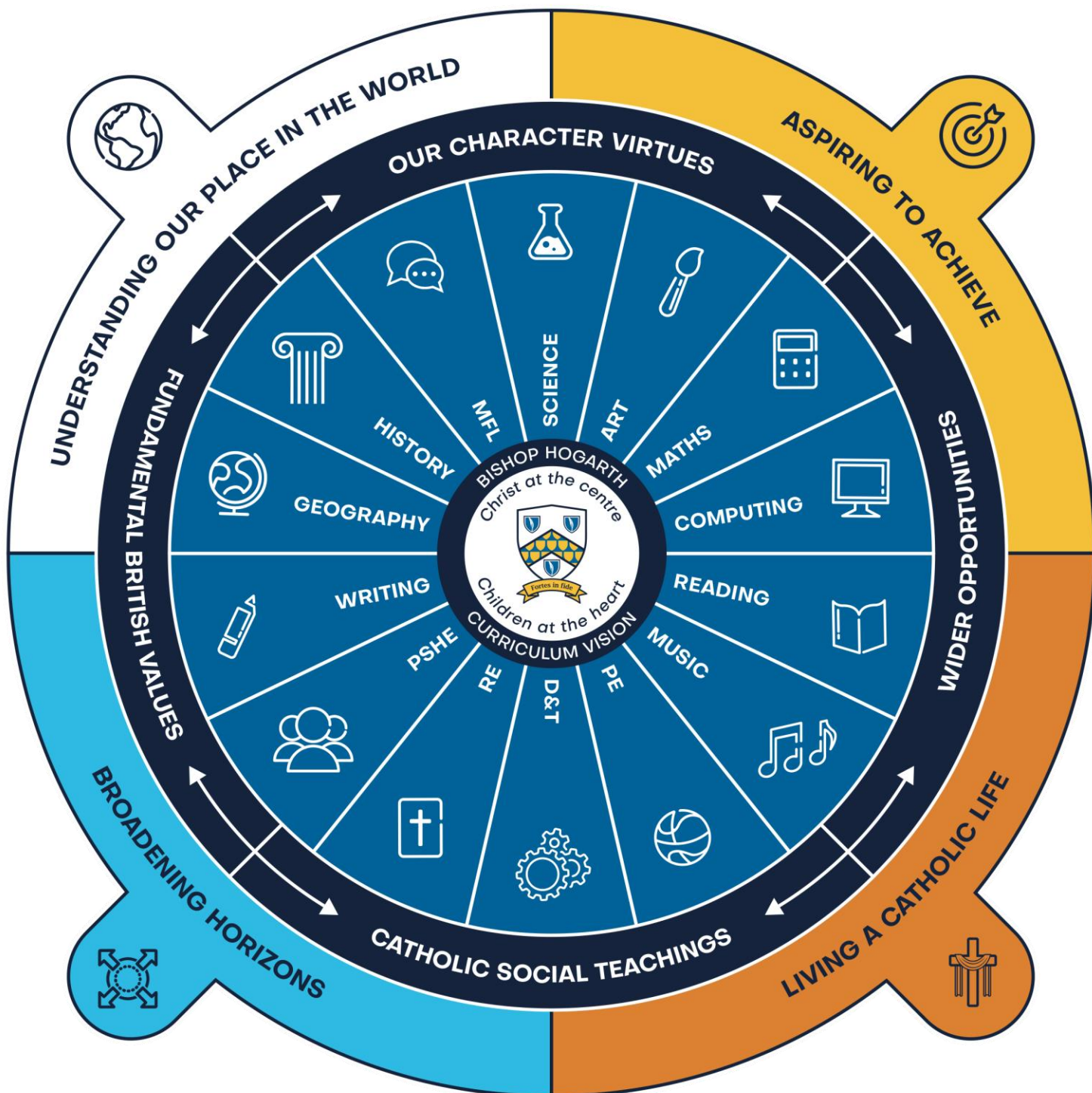


Bishop Hogarth Catholic Education Trust (BHCET) is a community where all are provided with the opportunity to achieve their full potential in a way that is rooted firmly in the values of the Gospel. We are committed to a purposeful, progressive and inclusive curriculum with **Christ At The Centre, Children At The Heart**. We celebrate diversity of experience, need, interest and achievement.

Our curriculum celebrates our local heritage and nurtures pupil's understanding of the communities in which they live. It fully prepares pupils for the next steps in their learning journey and opens the doors to the wider world as life-long learners.

*"The Curriculum is not just one of the many things that Head teachers have responsibility for – it defines the purposes of a school and the journey leaders want its pupils to take."*

**- Michael Young**

**UNDERSTANDING OUR PLACE IN THE WORLD**

**ASPIRING TO ACHIEVE**
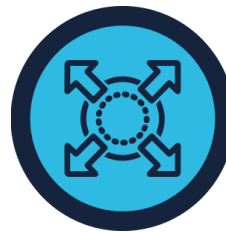
**BROADENING HORIZONS**

**LIVING A CATHOLIC LIFE**

Everything begins with our curriculum drivers. They are woven through all that we do and underpin our shared belief that our role is to support children in understanding their place as a global citizen, having aspirations to achieve, broadening horizons and living the Gospel of life through Catholic Social Teaching.

Our curriculum is carefully planned and designed to provide academic, spiritual, social, and cultural, opportunities for all to develop their character through a focus on virtues and Catholic Social Teaching.

**HUMAN DIGNITY**

**SOLIDARITY**

**SUBSIDIARITY**

**RIGHTS & RESPONSIBILITIES**

**PEACE**

**OPTION FOR THE POOR**

**COMMON GOOD**

**PARTICIPATION**

**STEWARDSHIP**

The virtues of respect and responsibility, justice and compassion, confidence and resilience, honesty and self-belief, run through our curriculum and are designed to help pupils develop their sense of self and be ready to move with confidence onto their next chapter.

**COMPASSION**

**CONFIDENCE**

**HONESTY**

**JUSTICE**

**RESILIENCE**

**RESPECT**

**RESPONSIBILITY**

**SELF-BELIEF**

**To promote fundamental British Values and Citizenship we have embedded democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs within our sequences of learning.**

**DEMOCRACY**

**RULE OF LAW**

**INDIVIDUAL LIBERTY**

**MUTUAL RESPECT & TOLERANCE**

Careers Education is woven into our curriculum design, enabling pupils from the earliest age to develop an understanding of pathways into education, careers and independence.

Our ambitious curriculum provides a continuous progression model with seamless transition from EYFS to KS2, with clear progression to secondary education. End points for each phase have been designed around the requirements of the National Curriculum. Robust collaboration occurs between primary and secondary phases ensuring it is progressive.

# CURRICULUM VISION



**Individual subject disciplines are taught explicitly with coherent links created.**

**Our curriculum is sequenced to ensure that knowledge is cumulative.**

**Substantive and disciplinary knowledge** is at the heart of each subject and linked areas of study are exploited to consolidate and embed learning, meaning that mental models are developed over time. We pride ourselves on evidence-informed practice and the highest quality professional development. We understand that memory lies at the heart of learning, we strategically plan opportunities for pupils to recall and remember. This allows memories to be strengthened, meaning that children can draw on previous learning with confidence enabling them to build and connect.

READING  WRITING  MATHS  SCIENCE  HISTORY  GEOGRAPHY  MFL  COMPUTING  MUSIC  D&T  PSHE  ART  RE  PE

*"In a democratic society which prizes equality of opportunity, the curriculum should be based on the knowledge we consider all young people should have the access to and begin to acquire during their earliest years."*

**- Mary Myatt**

## Our curriculum is purposeful and responsive - it aims to:

- Create a positive and supportive environment for all pupils without exception;

- Build an ongoing, holistic understanding of our pupils and their needs;

- Ensure all have access to high quality teaching and access all areas of the curriculum;

- Ensure that the fundamental skills of reading, writing, oracy, listening and numeracy are well established in all subjects from EYFS with academic rigour that challenges all.

- Exposure to the richness of English language so that pupils can access the pleasure of reading, the excitement of writing and to explore new learning concepts.

- Take a metacognitive approach to learning to reduce cognitive load and provide opportunities across the curriculum to engage in debate and critical thinking.

For mixed age classes, cycles of learning (rolling programmes) ensure that pupils meet threshold concepts for their year group without repeating the same theme of learning.

# CURRICULUM IMPLEMENTATION

Carefully sequenced progression documents clearly outline the knowledge and skills developed in each subject area of study. Dedicated time for revisiting key knowledge is carved into each lesson and planning builds in time to recap previous learning to then build on knowledge and understanding in new, related areas of study. Careful consideration has been given to the amount of time each subject is taught.

We value the power of authentic experience; learning is brought to life. We have built into our sequence of learning, curriculum continuity learning and peer networks with our secondary schools. These opportunities enable our pupils to achieve successful transition. Trips, excursions and in-school events, are carefully mapped to ensure a balance of coastal, urban and rural experiences.

We have outlined fundamental guiding principles, which are implemented to ensure consistency of approach. At the heart of our collective teaching pedagogy lies evidence-informed practice. We value Rosenshein's Principles of Instruction, and these can be seen in practice throughout our curriculum.

*"It doesn't matter how great an educational idea or intervention is in principle; what really matters is how it manifests itself in the day-to-day work of people in schools."*

**- Sir Kevan Collins**

*"Curriculum is the key lever and our best bet for disadvantaged learners. This long-term investment is the golden ticket."*

**- Dan Nichols**

## Pedagogy: Our Method And Practice Of Teaching

Consistency of approach is a priority. What we teach will differ depending on the age of the pupils, but the methods and approaches to teaching are consistent. When planning for learning, we consider how learning has been defined in cognitive psychology as an alteration in long-term memory: If nothing has altered in long-term memory, nothing has been learned. Progress, therefore, means knowing more (including knowing how to do more) and remembering more. When new knowledge and existing knowledge connect in pupils' minds, this gives rise to understanding. It is appropriate to understand the way knowledge is stored as a complex, interconnected web or 'schema'. Our approach is simple:

- we know what we want to teach in the long term – *curriculum narrative and long-term plan*
- we have clear short-term goals for pupils – *sequential components of learning*
- we build upon pupil's prior learning and experiences – *assessment for (and of) learning*
- we scaffold learning to support thinking - *adaptive teaching*
- we give appropriate support to overcome barriers to learning – *intervention*

### Exceptional teaching, leads to outstanding learning outcomes.

All have a responsibility to deliver lessons where teaching and learning is of the highest quality and where learning needs are met.

### The single most important factor in how a child learns in the classroom is how well a teacher teaches.

# CURRICULUM IMPACT

Pupils know that in knowledge lies opportunity and so, they value education and love learning. Learning is revisited and built upon to ensure a breadth and depth within and across subjects. Skills are improved over time and used as a means to access new knowledge.

Our bespoke curriculum has been designed to ensure all excel and achieve the outcomes they need. Pupils are resilient, hardworking and driven. They have been taught to be respectful; how to value the responses offered by peers, and how to politely disagree. They stretch their thinking by asking challenging questions. The faith journey of each child is unique. Our curriculum enables each child to determine their own personal understanding of spirituality; to value themselves and others; to develop social skills and understand society. They are able to build a firm set of personal morals allowing them to engage in the culture they live in and celebrate diversity in Britain and the wider world.

***Exceptional teaching, leads to outstanding learning outcomes.***

- Curriculum and assessment are intrinsically linked.
- Accurate assessment strategies enable an informed and systematic judgement to be made about a pupil's knowledge, understanding, skills and attitude and ensure that next steps are specifically planned to develop deep understanding.
- All assessment is underpinned by the pillars of assessment: it will be purposeful, valid, reliable and valuable. The purpose of assessment is to always improve pupils' learning and inform teaching.
- Quality assurance processes are robust and developmental, ensuring professional development enhances teaching and learning and impacts positively on progress and learning.

Children leave BHCET knowing that they belong to and make a significant difference to society and wider world. The progress they make from their starting points to the end of each key stage, equips them with the academic ability to do exceptionally well as they move on through the next steps in their life.

> *"Knowledge is something that "escapes its origins; it's there for everybody. It isn't just the preserve of the people who hold it."*
>
> **- Michael Young**

Deliberate teacher habits enable pupils to develop independent learning behaviours. At every stage of learning pupils can be supported to achieve if they are able to choose strategies. They develop self-sufficiency by being taught a process through explicit modelling and teaching. Pupils develop strategies for themselves by recognising similarities and differences. When this move from dependence to independence occurs, pupils are successful and better equipped to face challenges.

A lesson framework is designed, based on cognitive science principles, using the EEF's Gradual Release model to support metacognition and self-regulated learning - this supports teachers in developing pupil independence. The framework helps teachers explicitly plan, deliberately shifting the responsibility from themselves to the pupil during a lesson or over a series of lessons and can be applied to different subject content at all phases and ages.

**Icons are used when planning and teaching, as reminders about the type of learning:**

**Interleaving/ Retrieval**    **New Learning**    **Making Links**    **Metacognitive Review Cycle**

# TEACHING AND LEARNING

*"Narrowing of the curriculum for less able pupils … clearly runs counter to the definition of breadth."*

**- A Spielman**

Lessons are broken into six steps to reduce cognitive load/ help pupils to know more and remember more:

**Interleaving -** Lessons begin with recall/retrieval questions - activating prior knowledge.

**Learning Objective/Explicit Instruction -** Introduces new learning, including vocabulary.

**Modelling -** Using worked examples

**Guided Practice -** Learning in groups, pairs or individually, guided by the teacher.

**Independent Practice -** To allow for a deep understanding.

**Reflection -** Ongoing reviewing of learning.
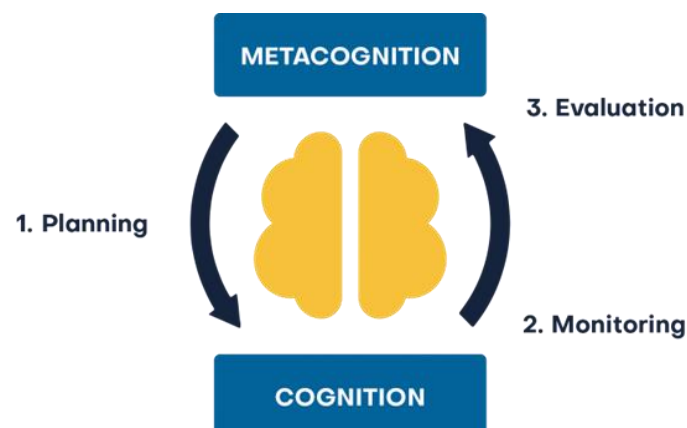


**Metacognitive Regulation Cycle**
(EEF Metacognition & Self regulation Guidance)

## Presentation & Handwriting

High expectations need to be maintained including the use of cursive writing. Where necessary, there needs to be opportunities to practice and develop fluency and speed writing in pen when they have demonstrated proficiency. Correct spelling, punctuation, and good grammar will be expected and corrected using the marking criteria. All work should be dated, titled and underlined.

## Learning Environment

All spaces are kept safe, clean and ready for pupils to excel; arranged to promote learning through:
- Seating layout that allows everyone to see the board and participate
- Accessible resources for learning such as books, pens, pencils, rulers, manipulatives
- Comfortable, well-resourced reading areas
- Displays that celebrate and support pupils' learning
- Sacred prayer space

## Homework

Homework must be purposeful, relevant, and designed to support learning. It should be carefully planned to consolidate understandings positively, and not overly burden pupils.

Common homework activities are reading, practice in spellings and number facts. Other effective strategies include extended activities to develop inquiry skills. The quality of the tasks is more important than the quantity of work required. Homework must relate closely to learning during school time.

## Marking and Feedback

Timely and constructive feedback in the learning process is crucial. Feedback practices that are specific and actionable contribute significantly to a pupil's overall success. The primary purpose of marking and feedback is to enhance learning and progress by providing constructive guidance. Fidelity through consistent and effective practices across all phases is essential. Summative pieces of work will be marked promptly, allowing pupils to reflect on feedback and apply it to future assignments.

Formative and summative assessments will be used to evaluate pupil progress. Formative assessments provide ongoing feedback, while summative assessments measure overall achievement. A balanced approach ensures a comprehensive understanding of pupil performance. In summative pieces of work teachers will highlight strengths, identify areas for improvement, and suggest strategies for enhancement. Comments will be clear and encouraging, fostering a positive learning environment.

*"The highest effects are associated with rote learning, practice or rehearsal of subject matter."*

**-Tom Sherrington and John Hattie**

# ADAPTIVE TEACHING

**EEF's Five-a-Day principles:**

Our curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted. Through scaffolding, tasks are adapted to ensure all can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make our curriculum accessible and achievable for all. Responding to the pupils needs and strengths, giving all the opportunities to achieve the ambitious curriculum end points and as a result knowing more and remember more.

## Scaffolding

A metaphor for temporary support that is removed when it is no longer required. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: support can be visual, verbal, or written; writing frames, partially completed examples, knowledge organisers, sentence starters; reminders of what equipment is needed and classroom routines. Scaffolding discussion: promoting prediction, questioning, clarification and summarising.

## Use of Technology

Can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

Examples: use a visualizer to model worked examples. Technology applications, such as online quizzes; speech generating apps to enable note-taking and extended writing can be helpful.

## Cognitive and Metacognitive Strategies

Skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: chunking the task will support pupils with additional needs – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory. Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

## Explicit Instruction

A range of teacher-led approaches, focused on teacher demonstration followed by guided then independent practice, for example, Rosenshine's 'Principles of Instruction'.
Examples: worked examples with the teacher modelling self-regulation and thought processes is helpful; a teacher might teach a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill; using visual aids and concrete examples promotes discussion and links in learning.

## Flexible Grouping

When pupils are allocated to smaller groups based on individual needs that they currently share with others. Such groups are formed for an explicit purpose/disbanded when that purpose is met

Examples: allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

*"Among the conditions we would routinely provide for our pupils are a clear and sequenced curriculum that sets out the learning aims, diagnostic assessment to ensure prerequisites are secure, models of excellent performance, scaffolding, guidance, opportunities for practice and, crucially, feedback that guides next steps and indicates progress."*

**- The Great Teaching Toolkit**

The curriculum is the sum of all the pupils' experience. This encompasses all of the activities which take place in schools, including the formal programme of educational provision, the informal programme of extra-curricular activities and those aspects of organisation and interpersonal relationships, which contribute to the development of the whole child.

We are committed to ensuring each school develops a highly ambitious, broad, and balanced curriculum that prepares learners to take an active part in society, in line with Catholic Social Teaching and develop a love of learning. The curriculum will be tailored around a school's local context and rooted in our faith. This will be underpinned by a robust assessment strategy to support all learners in developing a deep understanding of the taught curriculum, ensuring *pupils know more and can remember more.* Our approach will be evidence informed. Our curriculum extends the National Curriculum and will show coherence in a planned sequence of learning, identifying threshold concepts within subjects.

# CURRICULUM & ASSESSMENT GUIDING PRINCIPLES

## Assessment comprises two linked processes:

**Formative Assessment:**
provides Assessment for Learning and Assessment as Learning. It is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress.

**Summative Assessment:**
provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

## Assessment is a continuous process which is integral to teaching and learning, which:

Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.

Provides feedback recognising achievement, increasing pupil confidence/motivation.

Incorporates a wide range of assessment techniques to be used in different contexts/purposes.

Allows leaders and staff to make timely adaptations to the curriculum.

Allows regular subject specific extended writing and access to high quality text/ reading.

Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.

Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback.**

Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.

# CURRICULUM & ASSESSMENT

We consider the greatest impact of the curriculum to be high rates of pupil achievement as evidenced by pupils' classroom work, their ability to articulate their learning, balanced with performance data.

## Our Curriculum Aims To Develop And Instil In Pupils:

Values, motivation, aspirations, and the moral imperatives in line with Gospel values and Catholic Social Teaching that inform their choices and actions.

The development of knowledge; **progress in knowing more and remembering more.**

The ability to apply; **progress in knowledge applied in more challenging, relevant, and engaging ways, evidenced through pupils' classroom work.**

The acquisition of 21st century skills to translate knowledge into actions for success.

An understanding of how well they are doing and what they have to do to improve.

A love of reading for pleasure and the ability to read well.

Knowledge of, and the confidence to, articulate their learning.

Readiness and motivation to succeed in their next phase of learning.

The ability to write confidently in all subjects for a range of audiences, drawing upon a range of high-quality texts.

## Monitoring Progress:

**Formative Assessment:**
All formative assessment must inform planning and ensure adaptive teaching. Assessment must provide a measure of where pupils are in their learning, their knowledge and skill gaps, and provide detailed feedback to pupils on how to close those gaps. Feedback must cause thinking. A grade or score should not be provided to the pupil.

**Summative Assessment:**
Summative assessments must be graded using examination board / DfE objectives and grade criteria. In primary schools, this includes standardised testing against age related outcomes.

Data will be collected at 3 key points across the academic year as agreed at whole Trust level.

In the secondary phase of education, KS2 scaled scores in Maths, English Reading, Writing and Grammar will be used to determine pupils' KS4 aspirational targets.

# CURRICULUM & ASSESSMENT

## We will report pupil progress through the curriculum, the knowledge, and skills they have acquired, using the agreed terms:

An overview of the taught curriculum.

Pupil's attitudes to learning.

In EYFS, pupil's achievement in reaching a Good Level of Development including seventeen areas of development and the effective characteristics of learning.

Pupil's attainment in KS1 and KS2, using working grades compared to age related expectations (ARE), working towards, expected, greater depth.

In Key Stage 1, pupil's achievement in the Phonics Screening Check (PSC).

In Year 4, pupil's achievement in the Multiplication Times Tables Check (MTC).

Pupil's progress through KS3 using continuous assessment and working grades of Acquiring, Developing, Securing, Extending.

In KS4 and 5, assessment objectives, current working grades, and progress towards target grades.

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*"As soon as pupils get a grade, the learning stops."*

**- Dylan William**

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**SUMMATIVE**

**TEACHER** is responsible, is decision-maker

**EXAMPLES:**

Pupils self-assess and receive a grade for this judgement.

Pupils and staff both grade the work (summative co-assessment).

Pupils self-review and/or peer review to make a judgement (critical evaluation) of their work.

Pupils judge their work based on holistic or analytic criteria, or by comparing exemplars.

Pupils collaborate to develop their own shared assessment criteria.

**Assessment OF Learning**
To demonstrate achievement

**LEARNING**

**Assessment AS Learning**
To self-regulate and critically evaluate

**Assessment FOR Learning**
To give feedback on learning and teaching

**EXAMPLES:**

'High stakes' graded end or mid term exam, project, essay.

GPA grade/degree classification.

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to pupils; Staff-pupil dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Pupils request feedback based on their self-monitoring.

**High Stakes**

**Low Stakes**

**PUPIL** is responsible, is decision-maker

**FORMATIVE**

# QUALITY ASSURANCE Summary

We are committed to continuous improvement inspired by the best evidence.

We expect leaders have a consistent approach to the quality assurance so they set appropriate, actionable feedback to ensure quality outcomes for all pupils.

Great teaching is the most important lever to improve pupil attainment. Ensuring all staff are supported to deliver great teaching is essential to achieving the best outcomes, particularly the disadvantaged, EEF

## Quality Assurance activities

| Pupil voice | Curriculum planning adapted to meet individual needs | Attainment and progress data analysis | Work sampling | Lesson visits |
|---|---|---|---|---|

*"True intuitive expertise is learned from prolonged experience with good feedback."*

**- Daniel Kahneman**

## PROFESSIONAL DEVELOPMENT

Staff are entitled to be celebrated and have areas for development clearly identified, then be provided with access to relevant exceptional professional development.

A professional development programme that will provide opportunities for staff to participate in a variety of learning opportunities building whole school and Trust capacity.

Calendared quality assurance opportunities; two each term. Once per term it will include five key activities, one to four visited a second time each term.

An additional strand to quality assurance process is moderation involving all staff, it is focused on professional development. It takes place at a school and Trust level. The process is designed to allow staff a voice in sharing opinions on pupil work from across the curriculum.

*"Professional learning happens when we think hard about our practice and take full ownership of it."*

**- Dr Tristian Stobie**

# TIMETABLING

## Our schools teach a broad and balanced curriculum for all pupils, which:

- Promotes their spiritual, moral, social, cultural, mental and physical development;
- Prepares them for the opportunities, responsibilities and experiences of adult life.

| Curriculum Content | Religious Education | | English | | Mathematics | | Science | |
|---|---|---|---|---|---|---|---|---|
| PSHE (including RSE) | Geography | History | Physical Education | Art and Design | Design and Technology | Computing | Music | Languages |

We use the National Curriculum as the foundation to our ambitious curriculum subjects, in addition to Religious Education. We customise this basic entitlement to learning to create our own distinctive and unique curriculum, guided by shared principles but personalised to our context and locality of the schools. The curriculum, in its entirety both taught and hidden, represents the whole of a child's schooling experience.

To achieve effective transition between phases an agreed amount of content is necessary. The aim is to provide a breadth and depth of learning, with each stage building upon earlier learning. English and maths a priority, because they open access to other subjects. Rich and varied learning across *all* subjects is essential to pupil motivation and progress in school. Leaders decide upon and provide a rationale for the importance they give to all subjects. This is guided by government recommendations and the science of learning. We have a clear steer from current documentation as to the suggested time allocation for subjects.

## To maximise children's learning in a subject it is suggested that:

| | **RE (Religious Education)** 2.5 hr x 39 weeks 97.5 hours / annual | | | **English** 4 lessons x 1.25 hr / wk 195 hours / annual NB: Additional time will be necessary for phonics/reading fluency/spelling teaching | | | **Maths** 4 lessons x 1.25 hr / wk 195 hours / annual NB: Additional time will be necessary for fluency on day 5 (15/20 mins) | | |
|---|---|---|---|---|---|---|---|---|---|
| Science | PSHE (including RSE) | Geography | History | Physical Education | Art and Design | Design and Technology | Computing | Music | Languages |
| 63 hrs | 25 - 30 hrs | 20 - 24 hrs | 20 - 24 hrs | 78 hrs | 16 - 18 hrs | 16 - 18 hrs | 16 - 18 hrs | 36 hrs | 18 - 20 hrs |
| 1.75hrs x 36 weeks | Weekly (30 - 45 mins) | Weekly/ fortnightly, 9wk block | Weekly/ fortnightly, 9wk block | Weeks (2hrs) | Weekly/ Fortnightly, 6 - 8 wk block | Weekly/ Fortnightly, 6 - 8 wk block | Weekly/ Fortnightly, 6 - 8 wk block | Weekly (45 mins - 1hr) | Weekly/ Fortnightly, 6 - 8 wk block |

- Some subjects will be taught for 39 weeks (English, Maths, RE, PSHE inc. RSE, PE).
- Some subjects will be taught for 36 weeks (Science, MFL, Music).
- Some subjects will be taught in blocks/fortnightly (History, Geography, Art, DT, Computing).

*"At each stage of education, our school curriculum prepares pupils for adult life by equipping them with the knowledge and skills they need to be responsible, respectful, active citizens who contribute positively to society."*

**- Matt Bromley**

# TERMLY PLANNER

**At BHCET, we passionately believe that all should excel and so we work together in partnership to achieve great things.**

Our schools and central team work collaboratively, we seek to achieve cohesion.

Our workload commitment sets the expectation for what we stand for and sets out our commitment in relation to staff workload and wellbeing.

This supports our overall mission of putting Christ at the Centre, Children at the Heart.

To support our workload commitment, we have worked with colleagues to develop our transparent approach to curriculum design.

We will continue to quality assure staff workload and wellbeing with the aim of being the employer of choice.
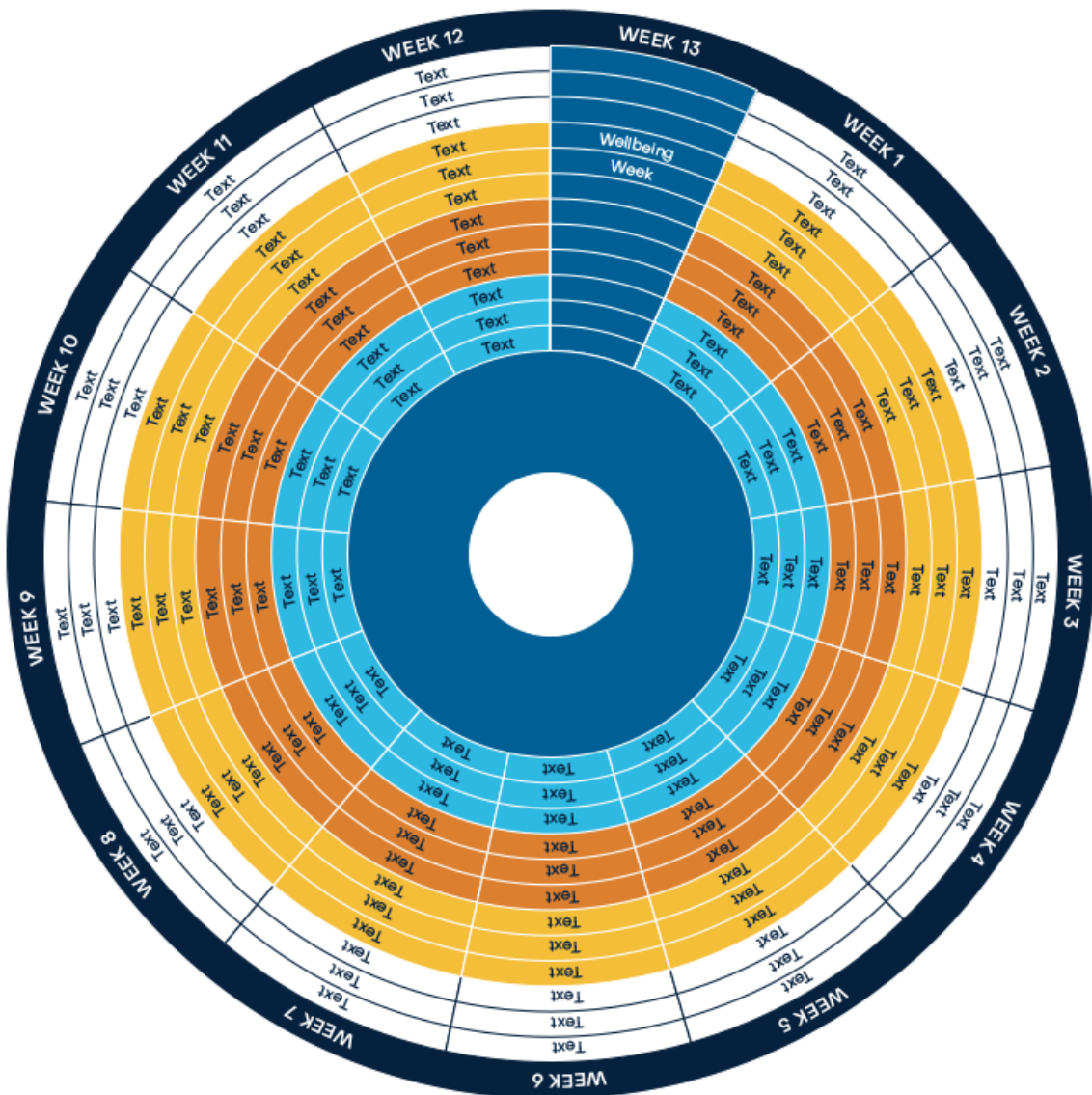
# READING, WRITING & COMMUNICATION SUMMARY

Reading is one of our most important and vital life skills. Reading allows to access information, understand it and apply it. We use reading, spoken and silent, to develop our communication, writing, presentation. It expands our imagination and creative thinking. Reading teaches us how to listen and be empathetic, it improves our well-being. Teaching children to read is fundamental to their educational achievement. We are committed to giving disadvantaged pupils the same sense of entitlement and opportunity to read for academic purposes and pleasure, as their peers.

*"I read a book one day and my whole life was changed."*

**- Orhan Pamck**

## We will develop academic excellence in all schools through:

A love of reading for pleasure, with a rigorous approach to develop confidence and enjoyment of literacy.

A language-rich environment, in relation to the different tiers of vocabulary.

All staff to confidently model excellent habits in reading, writing and communication.

A highly targeted support programme for pupils who have gaps in reading, writing and communication.

Access to high quality stimulating and challenging reading materials for pupils.

Regular opportunities to develop writing across the sequenced curriculum, linked to quality books.

Seamless transition between key phases.

Pupils encouraged to reason, discuss, debate and present with increasing skill using varied and precise vocabulary.

Reading materials closely matched to learners' knowledge and skills, ensuring sequential development and stretch.

*"Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text."*

**- EEF**

Reading and writing are combined. Reading helps pupils gain knowledge, developing comprehension and fluency which leads to better writing. Writing opportunities are provided in all subjects to deepen pupils' understanding.

# READING, WRITING & COMMUNICATION SUMMARY

**Learning to read is a highly complex undertaking that is underpinned by two fundamental processes:**

| | |
|---|---|
| Word reading through the decoding of words and recognition of words. | Comprehension of texts through a range of knowledge and skills. |

It is the skilled combination of these two dimensions that facilitates **all** reading success (EEF).

*"Reading, writing, vocabulary, speaking, listening, debate…the complex tapestry of great teaching, enacted in every lesson, in every phase and subject domain, by every teacher."*

**- Alex Quigley**

**Teachers strive daily to secure pupils' understanding of language comprehension and word recognition by:**
- Having a highly considered reading spine which aligns to the curriculum
- Frequent (Tier 2) and complex (Tier 3) vocabulary is prioritised across the taught curriculum
- Pupils are given opportunities to apply this vocabulary in writing, in all subjects.
- Explicit and systematic teaching of phonics through a DfE validated programme
- Daily phonics sessions (EYFS/KS1), pupils who require phonics intervention to enable them to keep up.
- Spelling, grammar and punctuation are taught explicitly to improve reading, writing and oracy.
- Parents are encouraged to help their children become confident, fluent readers and writers.

*"Books expose children to more facts and to a broader vocabulary than virtually any other activity; people who read for pleasure enjoy cognitive benefits throughout their lifetime."*

**- Daniel Willingham**

**All subjects will:**
- Have a range of non-fiction texts developing subject specific (disciplinary) reading and writing.
- Have reading and writing opportunities integrated into sequences of learning.
- Have structured questioning to develop reading comprehension and vocabulary.

*"Pupils who struggle to read struggle in all subjects."*

**- Nick Gibb (DFE)**

**Impact**
- Development of reading, writing and communication in relation to starting points.
- Pupils' love of reading and writing for pleasure, having the skills to confidently express themselves.
- Outcomes at statutory assessment points.

# MATHS SUMMARY

Numeracy means understanding how mathematics is used in the real world and being able to apply it to make the best possible decisions. It involves interpreting charts, data and graphs, processing information, solving problems, understanding and explaining solutions, as well as, making decisions based on logic and reasoning.  To thrive in life, all students need to be given the opportunity to master their numeracy skills, not just in mathematics but across the curriculum. All schools are committed to this common goal.

*"Good numeracy is the best protection against unemployment, low wages and poor health."*

**- OECD**

## At all phases of education, we will develop academic excellence in schools through:

- *Rigorous approach to develop learners' confidence and enjoyment of numeracy.*
- *Coherently sequenced cross-curricular maths.*
- *Forensic approach to ensure highly targeted, adaptive teaching supported by intervention closes gaps.*
- *Consistent approach to teaching efficient mathematical methods and language.*
- *Careful selection of concrete and pictorial representations.*

- Rigorous mathematical fluency through efficient, accurate recall of number facts and procedures.
- *Regular opportunities to demonstrate reasoning skills, developing metacognition/ critical thinking*
- *A seamless and aspirational transition between year groups.*
- *Follow a coherent curriculum that builds on the knowledge and skills of the pupil's prior learning.*

- *Use assessment and prior data to plan for pupil progress*
- *.Use adaptive teaching strategies to ensure that pupils can access the same challenging content.*
- *Use consistent mathematical methods and language*

# MATHS SUMMARY

## All mathematics staff and leaders should:

Provide support and advice to ensure that there is a consistent approach.

Provide information to staff with regards to common misconceptions that pupil's experience.

Utilise opportunities to include links to mathematical content from other subjects.

Identify pupils that require numeracy intervention and any gaps in knowledge.

## All staff should:

Actively participate in whole school numeracy initiatives.

Ensure that they use correct mathematical notation, vocabulary and consistency of approach.

*"Mathematics is essential to everyday life, critical to science, technology and engineering and necessary for financial literacy and most forms of employment. A high-quality mathematical education therefore provides a foundation for understanding the world."*

**- DfE 2022**

## Monitoring Progress

### Pupils' progress is monitored through the following strategies:

Calendared quality assurance opportunities.

Progress across phases through use of question level analysis.

Regular assessment resulting in data-driven interventions.

Mathematical moderation at a subject, school and trust level.

**Impact:**
These principles ensure that all pupils leave education with:
- Knowledge and skills which have been built through a coherent curriculum from EYFS to KS2+.
- The numeracy skills and confidence necessary to be a full contributor to society and the economy.
- A love of numeracy and a full appreciation of its importance in everyday life.
- Independence and resilience when facing life situations, particularly those involving finances.
- The impact of early life numeracy disadvantage eliminated, and the numeracy gap closed.
- Confidence and competency in all forms of mathematical fluency.
- Ability to use their reasoning skills and problem-solving strategies in everyday situations.

# EYFS GUIDING PRINCIPLES

## GUIDING PRINCIPLES FOR THE EARLY YEARS FOUNDATION STAGE (EYFS)

Every child must make progress and no child will be left behind. The goal of the EYFS is to help young children achieve the five 'Every Child Matters' outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic well-being.

## CURRICULUM

**Child-Centred Approach:**
EYFS curriculum is designed around the child. Every child is unique and learns at their own pace, with regular direct teaching from the adults. The curriculum should be flexible to adapt to each child's individual needs and interests and designed to ensure all are National Curriculum ready by the end of Reception.

**Play-Based Learning**:
Play is essential for children's development. The EYFS curriculum encourages learning through play, providing opportunities for children to explore, experiment, and make sense of the world around them.

**Inclusive Practice:**
EYFS curriculum promotes equality and diversity. It ensures that all children, regardless of have the opportunity to learn and develop to their full potential.

**Partnership with Parents:**
Parents and carers are recognised as children's first and most enduring educators. We have strong partnerships with parents/carers to support children's learning and development.

**Safe and Secure Environment:**
The EYFS curriculum emphasises the importance of providing a safe, secure, and supportive environment where children feel confident to learn and grow.

**Holistic Development:**
The EYFS curriculum supports the holistic development of children. It covers all areas of learning, including physical, social, emotional, and cognitive development.

## STAFFING

| | | |
|---|---|---|
| Ratio for 2–3-year-olds is 1:5 (Sept 2023 Statutory Framework) | Ratio for 3+ is 1:13 (with classroom teacher/EYT/EYP) 1:8 with level 2+ | Ratio for 2–3-year-olds is 1:5 (Sept 2023 Statutory Framework) |

## ASSESSMENT

Key worker carries out the 2-year check (around 30 months) – assessment sent to Health Visitor and LA.

# EYFS GUIDING PRINCIPLES

## SCHOOL OFFER

Children are eligible for funding the term after their 2nd birthday.

Local Authority will provide details of children eligible through the portal.

Schools can be flexible with the hours offered 3x5 hours/ 5x3hours depending on local needs.

## ASSESSMENT:

A baseline assessment will take place within first 6 weeks of entering nursery.

**Ongoing Assessment**: assessment should be an ongoing process that identifies children's needs, interests, and achievements. It should inform future teaching.

**Holistic Approach: a**ssessment should cover all areas of learning and development in the EYFS. It should consider the child as a whole.

**Informed by Observation: a**ssessment should be based on practitioners' observations of what children are doing in their play, learning, and development.

**Partnership with Parents: p**arents should be given opportunities to contribute their knowledge and understanding of their child.

**Individual Needs: a**ssessment should take into account the individual needs and abilities of each child.

**Progress Check: t**here should be a progress check at age two. This is a statutory requirement and involves practitioners reviewing a child's progress and providing parents and carers with a written summary.

**Early Learning Goals: a**t the end of the EYFS, practitioners must complete the EYFS Profile for each child.

## HEALTH & WELFARE REQUIREMENTS:

Safeguarding and Welfare Requirements: The EYFS framework sets out the legal welfare requirements that everyone registered to provide early years education must follow to safeguard and promote the welfare of children under 5 years old.

Good Health: Children's health is promoted.

Schools must have an Intimate Care Policy which includes a nappy changing procedure and provide a changing area (preferably within the classroom) with adequate storage for nappies and an appropriate changing unit.

Safe Learning Environment: Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.

Schools must have a Risk Assessment specifically for the EYFS classrooms including outdoors.

# MIXED YEAR GROUP TEACHING

For mixed age classes, cycles of learning (rolling programmes) ensure that pupils meet threshold concepts for their year group without repeating the same theme of learning. Teaching mixed-age classes can be challenging, but with the right strategies, it can also be a rewarding experience. Patience and flexibility are key when managing mixed-age classes. Each child is unique and will learn at their own pace. Pupils in mixed age classes are never at a disadvantage from their peers who are taught in straight year groups.

*Adapted Instruction*: Recognise that pupils in the same age group can have different levels of maturity and learning abilities. Use of adapted instruction will support the diverse needs of pupils.

*Flexible Grouping*: Use flexible grouping strategies to allow pupils to work with peers at their own level and pace. This can include whole class instruction, small group work, or individual tasks.

*Peer Learning*: Encourage older pupils to help younger ones. This not only helps younger students learn but also reinforces the knowledge of older pupils.

*Cross-Curricular Connections*: Make connections across different subject areas to provide a more holistic and integrated learning experience.

*Pupil-Centered Learning:*
Encourage pupil-centered learning where pupils take ownership of their learning. This can be achieved through project-based learning, inquiry-based learning, or other pupil-led activities.

*Continuous Assessment:*
Implement continuous assessment strategies to monitor pupil progress against year group end points and adjust instruction as needed.

*Real-World Connections:*
Incorporate real-world connections to make learning more relevant and engaging for pupils of all ages.

*Communication:*
Maintain open lines of communication with parents and caregivers. They can provide valuable insights into their child's learning and development.

*Monitoring:*
Ensure that monitoring and checking show parity between teaching and learning and standards in mixed age classes and straight age classes.

# MIXED YEAR GROUP TEACHING

## Evidence-informed pedagogical strategies for teaching mixed-age classes:

Effective pedagogy requires understanding the learning needs and interests of all students in the class and being flexible and responsive in teaching approaches.

### *Adaptive Teaching:*

This approach involves tailoring instruction to meet individual needs. Adapted instruction can be based on content, process, product, or the learning environment. Research suggests that this approach can lead to increased pupil engagement and achievement.

### *Cooperative Learning:*

This is a teaching strategy in which small teams, each with pupils of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Studies have shown that cooperative learning can enhance pupil achievement and improve relationships among pupils.

### *Project-Based Learning:*

This is a dynamic classroom approach in which pupils actively explore real-world problems and challenges and acquire a deeper knowledge. Research has shown that project-based learning can improve pupil attitudes towards learning and increase student achievement.

### *Formative Assessment:*

This is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve pupil attainment. Evidence suggests that formative assessment can significantly improve student learning outcomes.

### *Inquiry-Based Learning:*

This is a form of active learning that starts by posing questions, problems or scenarios. It contrasts with traditional education, which generally relies on the teacher presenting facts and their own knowledge about the subject. Research has shown that inquiry-based learning can increase pupil engagement and foster a deeper understanding of content.

# GLOSSARY OF TERMS

**Interleaving** - a short knowledge retrieval session at the start of a lesson  The knowledge revisited will have been previously been taught; allowing links between old and new learning. In some cases, interleaving is informed by assessment.

**Learning objective -**  a brief statement that describes what pupils are expected to learn.

**Modelling** - the foundation of effective teaching; revealing the thought processes of an expert learner helps to develop metacognitive skills. Teachers verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. Scaffolded tasks, such as worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their working memory.

**Guided practice**  - promotes and sustains confidence once a scaffold is removed. Support  is gradually withdrawn, allowing pupils to develop skills and strategies before applying them in independent practice. Pupils will need varying amounts of guided practice.

**Independent Practice** - Activities should be designed, to provide adequate time to practice and embed knowledge, understanding and skills securely. This is typically shown in oracy/subject specific writing activities. Lack of challenge can lead to disengagement and conversely pitching a task to high without manageable steps can demotivate learners. Learning needs to be progressively more demanding whilst supporting those at risk of falling behind.

**Self-regulated learners** - are aware of their strengths, weaknesses and how to improve their learning. Learning tasks are approached with:

• knowledge of ourselves as a learner
• knowledge of strategies
• knowledge of the task

**Assessment -** the basis for making inferences about the learning and development of pupils.

**Formative assessment,**- conducted during the learning process, serves as a dynamic tool for continuous improvement.  It offers timely feedback, identifies learning gaps, and guides instructional adjustments to meet individual student needs. This ongoing evaluation fosters a responsive and pupil centred environment.

**Summative assessment -** positioned at the conclusion of a unit or course, provides a comprehensive measure of overall achievement. It serves as a valuable indicator of students' mastery of content, contributing to accountability and grading systems. The combination of formative and summative assessments creates a balanced and effective evaluation system, promoting both real-time learning enhancement and a conclusive measure of academic proficiency.  Embracing these assessment strategies ensures a holistic approach to education, catering to the diverse needs of learners while maintaining academic rigor.

# CURRICULUM & CULTURE

## BISHOP HOGARTH
### Catholic Education Trust

*Christ at the Centre, Children at the Heart*

**Example: QA Calendar**

### Quality Assurance Calendar :

*"Professional learning happens when we think hard about our practice and take full ownership of it." Dr Tristian Stobie GTT*

Quality Assurance takes place in a clear and consistent manner, linked directly to the School Development Plan. Quality assurance is carried out in a timely manner across the year and involves input from all stakeholders. It includes:
- Leadership Team (Five Strands)
- Subject Leaders (Four Strands)
- Teaching Staff (Moderation)
- Governors (School Visit)

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|
| October 2021 | December 2021 | January 2022 | March 2022 | May 2022 | July 2022 |
| **Five Strands**<br>• Lesson Observation<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(Religious Education, including prayer and liturgy)* | **Four Strands**<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(All Curriculum Subjects)* | **Five Strands**<br>• Lesson Observation<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(English/ Maths)* | **Four Strands**<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(All Curriculum Subjects)* | **Five Strands**<br>• Lesson Observation<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(Foundation Subjects)* | **Four Strands**<br>• Planning<br>• Work Sampling<br>• Progress Data<br>• Pupil Voice<br><br>*(English/Maths/RE)* |

**NB:** *Despite a focus of the QA being identified (in red), all curriculum areas will be monitored during the 'work sampling' aspect.*

| **Moderation** Staff Meeting (Actions and Follow up)<br>*Curriculum Implementation (Materials/Presentation)* | **Moderation** Staff Meeting (Actions and Follow up)<br>*GDS across the Curriculum* | **Moderation** Staff Meeting (Actions and Follow up)<br>*Pupil Premium and SEND Outcomes* |
|---|---|---|

| | November 2021 | January 2022 | March 2022 | April 2022 | July 2022 |
|---|---|---|---|---|---|
| | Governor School Visit | Review of SDP | Governor School Visit | Review of SDP | SDP Draft 2022-23 |

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**Example: Teaching Staff (Moderation)**

### St Aloysius Staff Monitoring

**Actions:**

**English:**
- Each unit begins with a cover page that details what will be covered during the unit.
- From Y2 –Y6 children should be writing the date and learning objective (this can be an opportunity to model and practise handwriting).
- Tramline books are to be used where children are finding it difficult to control the size of their letters and struggle to sit their letters on the line.
- Letter formation is a focus.

**Examples:**

**Maths:**
- Ensure that children are writing their calculations in their books. For tasks which have an answer box they should be showing methods and strategies underneath the task - using the squares to show their working before writing their answer in the box.
- Tasks must be cut out separately, allowing room for children to show how they have worked out the answer.
- Use your heads are to be used as a challenge. Remember to use them to stretch the children's reasoning skills and not as an extra task. All use your heads should show evidence of how the child has calculated the answer and also an explanation of their reasoning (using stem sentences).

**Examples:**

**History/Geography:**
- Cover sheets containing sequential components of learning are to be included at the beginning of each unit of work.
- Learn It-Link It sheets should be placed after cover sheets.
- Knowledge quiz should be stick into book at the end of each unit.

**Examples:**

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**Example: Leadership Team (Five Strands)**

### Spring 1: Monitoring Review Timetable
### Tuesday 18th January 2022

**Focus: Maths and English**

*Everyone will be observed teaching either Maths or English. Please complete the grid stating whether you wish to be observed in Maths or English.*

| 8.30 Leadership Meeting, including data | | |
|---|---|---|
| **9.15 - 10.00 English Lesson Observations:** | | |
| Year 1 | Year 2 | Year 3 |
| Teacher to be observed<br>1.1 | Teacher to be observed<br>2.1 | Teacher to be observed<br>3.1 |
| **10.00 - 10.20 - Pupil voice and work sampling:** | | |
| Year 1 Pupils | Year 2 Pupils | Year 3 Pupils |
| (EXS) | (SEN) | (GDS) |
| (GDS) | (EXS) | (SEN) |
| **10:45 - 11:30 Maths Lesson Observations:** | | |
| Year 1 | Year 2 | Year 3 |
| Teacher to be observed<br>1.2 | Teacher to be observed<br>2.2 | Teacher to be observed<br>3.2 |
| **11.30 - 11.45 - Pupil voice and work sampling:** | | |
| Year 1 Pupils | Year 2 Pupils | Year 3 Pupils |
| (SEN) | (GDS) | (EXS) |
| (EXS) | (EXS) | (SEN) |
| **11.45 - 12.00 - Meeting with Teaching Assistants:** | | |
| Year 1 | Year 2 | Year 3 |
| | | |
| **1.00-3.00pm Summary and progress with school development plan** | | |

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### Geography Monitoring

**Summary of Progress (Curriculum Continuity Writing)**

| Geography Core Units (Complete) | | | |
|---|---|---|---|
| | | Curriculum Theme 1 | Curriculum Theme 2 |
| Upper KS2 | Y6 | Biomes | North America |
| | Y5 | Settlements and Land Use | Natural Resources |
| Lower KS2 | Y4 | Journey of a River | Coasts |
| | Y3 | My Place in the World: The United Kingdom | Volcanoes and Earthquakes |
| KS1 | Y2 | Planet Earth | Handa's African Adventure |
| | Y1 | Where I Live | Wonderful Weather |

**Next Steps:**
- CPD – Embedding fieldwork in the curriculum (January 2022)
- BCCET Trust Geography Moderation event (Spring term)
- Development of more units across key stages.

**Pupil Voice**

| **Questions for Pupils** | **Summary of pupil response** |
|---|---|
| **Subject specific**<br>• How well are you doing in geography?<br>• Can you show me your best piece of work and tell me why it is good?<br>• Can you tell me about your learning journey in this subject?<br>• What do you really enjoy about this subject?<br><br>**Behaviour / Wellbeing**<br>• What are relationships like in this school? Doe everyone get on well?<br>• What is behavior like in this school? Is there any poor behaviour?<br>• Is good behavior rewarded? What happens when behaviour is not good?<br>• What is a good friendship? | **Strengths:**<br>• Children were very enthusiastic about geography teaching and learning.<br>• Children responded very positively to feedback given by teachers in books.<br>• Children understand that geographical vocabulary is important in lessons.<br>• Children were proud of the work in their books.<br>• Children enjoy the range of activities provided in lessons.<br>• Children recognise that they are being challenged with BOLTS.<br>• Children understand the behaviour policy and know the importance of good relationships and friendships.<br><br>**Action points:**<br>• Children found it more difficult to talk about their own personal learning journey in geography - this needs to be explored and discussed more in lessons.<br>• Children need to know why it is important that they are learning what they are learning. |

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### Geography Monitoring Pupil Responses (Y3-Y6)  November 2021

**How well are you doing in geography?**

"I know that I'm doing well because in my book I get feedback from the teacher."
"I know I'm doing good because I have got some notes home for my geography work."
"I know that I'm doing well because I can answer the big questions on the slides and I can normally answer the 3 questions at the start of the lesson – that means I can remember things from the last lesson"
"I'm doing well but sometimes I need to practice my spellings because the teacher writes them out for me and I need to write them out to practice them."
"My work has lots of ticks, so I know it must be good"
"The teacher picks out spellings that relate to what you're doing – like in my work it was 'temperature'."
"I think I'm doing well, because even if I get things wrong you remember the mistakes you've made and it helps me try harder next time."
"I can tell that I'm doing good work because I get a BOLT as a challenge – they help you learn even more!"

**Can you show me your best piece of work and tell me why it is good?**

"This is my best work because I tried really hard to make it neat and I think I got it all right because my teacher gave me good feedback."
"I got good feedback from my teacher and I got a BOLT too. If you don't get BOLTS then you might not have got it all right and you get corrections instead of a BOLT."

**Can you tell me about your learning journey in this subject?**

"Well, the teachers read out an LO at the start of the lesson so you know what you're going to be doing in the lesson – that kind of helps you know what it's going to be about."
"On the whiteboard you go through the lessons and there's videos and pictures."
"All of the lessons have this thing (sequential components of learning), you have it at the front of your book as well and you can look back to see what you're doing)"
"Teachers give you a head start by modelling how to do some of the work on the board."

**What do you really enjoy about this subject?**

"I like learning about the environment and how to make the world a better place."
"I like learning to help people who don't have any water."
"I like watching videos about the world."
"I like the quizzes that you do – I'm really good at them!"
"I like making posters and doing drawings of things. We made an animal who had adapted to the rainforest and mine had features of a poison dart frog and a sloth."
"I like learning how we can protect the rainforest."
"I really liked when we had to find out who killed Chico Mendes – he was trying to protect the rainforest. We had to be the people who might have killed him and some people were lawyers and we found out who did it... It was Darley – he wanted to kill Chico because he wouldn't have any land for his cattle if Chico won...He wouldn't have any money so he wanted Chico to die."

**What are relationships like in this school? Doe everyone get on well?**

"Everyone is friendly and it's fun. We do have falling outs but that's normal isn't it? We always make up."
"They're good because it's good to have friends."
"Teachers are nice and they listen to you – that's important."
"I have two teachers who are really kind and helpful. Mr Hunter chats to me and Mrs Baxter is really kind and caring. I like being in their class."

## How to develop curriculum

Curriculum Statement/Vision

Teaching and Learning overview

Subject curriculum statements

Curriculum progression map

Transition Links
EYFS/Y1; Y2/Y3; KS2/KS3

Subject Curriculum narrative

Subject Intent Implementation Impact statement
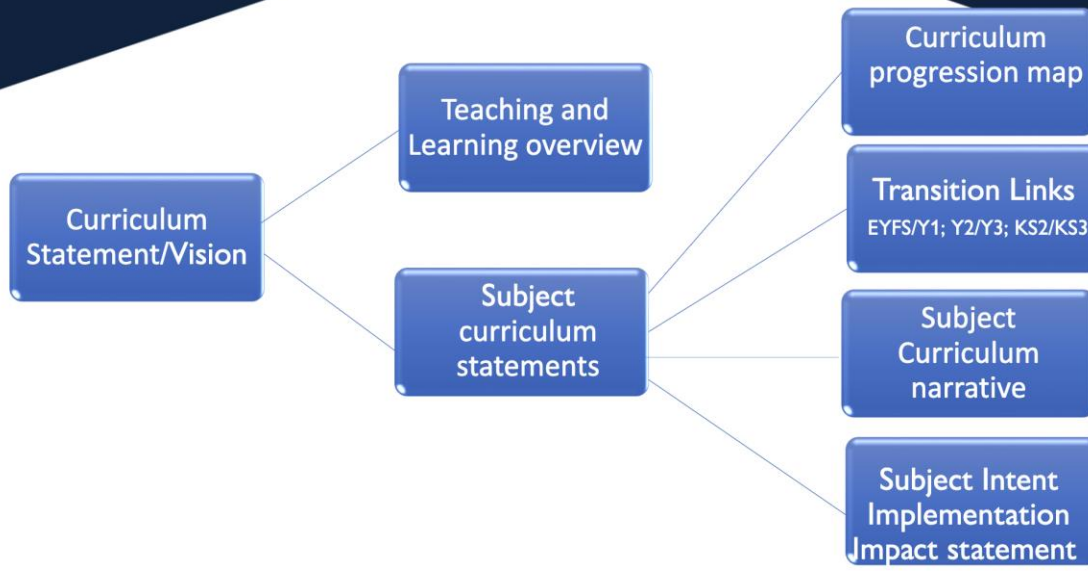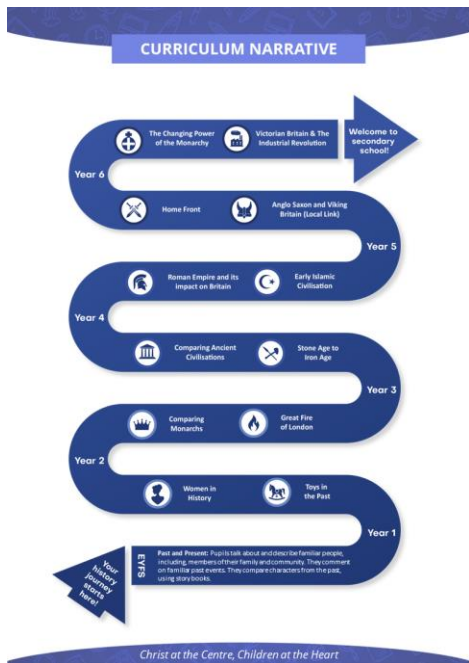
# APPENDIX 2
# CURRICULUM RESOURCES
**Currently available for History, Geography, Science and Personal Development**

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**CURRICULUM: HISTORY**

SCHOOL NAME
Catholic Primary School

*Christ at the Centre, Children at the Heart*

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**CURRICULUM NARRATIVE**

*Christ at the Centre, Children at the Heart*

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**CURRICULUM NARRATIVE**

*Christ at the Centre, Children at the Heart*

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**CURRICULUM NARRATIVE**

*Christ at the Centre, Children at the Heart*

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**CURRICULUM NARRATIVE**

*Christ at the Centre, Children at the Heart*

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**CURRICULUM NARRATIVE**

*Christ at the Centre, Children at the Heart*

| EXAMPLE Primary Curriculum Coverage | | What does it include? | | | | | |
|---|---|---|---|---|---|---|---|
| Some subjects will be taught for 39 weeks (English, Maths, RE, PHSE inc. RSE, PE). Fortnightly: Computing | | Other subjects will be taught for 36 weeks (Science, MFL, Music) Subjects taught in blocks: History, Geography, Art, DT | | | | | |
| Curriculum Content | Hours (Approx) | Year One | Year Two | Year Three | Year Four | Year Five | Year Six |
| RE | 2.5 hr x 39 wks 97.5 hours / annual | Come and See | | | | | |
| English | 4 lessons x 1.25 hr / wk 195 hours / annual | Grammar, Punctuation and Spelling Reading Writing | | | | | |
| NB: Additional time will be necessary for phonics/reading fluency/ spelling teaching | | | | | | | |
| Maths | 4 lessons x 1.25 hr / wk 195 hours / annual | Reasoning and Problem solving built into every lesson Spiral curriculum | | | | | |
| NB: Additional time will be necessary for fluency on day 5 (15/ 20 mins) | | | | | | | |
| Science | 1.75 hrs x 36 wk 63 hours / annual | 5 units | 5 units | 6 units | 6 units | 6 units | 5 units |
| Geography | 20-24 hours / annual | 2 units | 2 units | 2 units | 2 units | 2 units | 2 units |
| History | 20-24 hours / annual | 2 units | 2 units | 2 units | 2 units | 2 units | 2 units |
| Note: we have created 15 units and clear year group end points to enable coverage in all mixed year group schools. 3 extra units (KS2/ LKS2/ KS1) | | | | | | | |
| French / Spanish | 36 hours / annual | 12 stories | 6 units | 6 units | 6 units | 6 units | 6 units |
| Computing | 16-18 hours / annual | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy | 1 x Computer Science 1 x Information Technology 1 x Digital Literacy |
| Music | 36 hours / annual | 3 units | 3 units | 3 units | 3 units | 3 units | 3 units |
| inc. choral singing | | | | | | | |
| Art and Design | 16-18 hours / annual | 1 x Drawing 1 x Painting/ Sculpture | 1 x Drawing 1 x Sculpture | 1 x Drawing 1 x Sculpture | 1 x Drawing 1 x Painting | 1 x Drawing 1 x Painting | 1 x Drawing 1 x Sculpture |
| Design and Technology | 16-18 hours / annual | 1 x Cooking and Nutrition 1 x Design and Make | 1 x Kitchen 1 x Workshop | 1 x Kitchen 1 x Workshop | 1 x Kitchen 1 x Workshop | 1 x Kitchen 1 x Workshop | 1 x Kitchen 1 x Workshop |
| PHSE | 1 hr x 39 wks 39 hr / annual | Inc. TenTen | | | | | |
| PE | 2 x 39 wks 78 hours / annual | 6-week blocks | | | | | |



| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| English | Fiction: Alex Rider | | | | Non-Fiction: Persuasive Advert | | | Poetry: Rhythmic Poems | | | Fiction: The Wind in the Willows | | | Assessment |
| Maths | Place value within 100,000 | | | Addition and subtraction | | Statistics | | Multiplication and division | | | Measure – area and perimeter | | Multiplication and Division | |
| Science | Living Things and Their Habitat | | | | | | | Earth and Space | | | | | | |
| RE | Islam | Ourselves - Domestic Church | | | Life Choices - Baptism, Confirmation | | Life Choices - Baptism, Confirmation | | Hope - Advent and Christmas | | | | | |
| PSHE | Religious understanding | Me, My Body, My Health | | | Emotional Well Being | | Emotional Well Being | | Life Cycles | | | | | |
| History/ Geography | History: Early Islamic Civilisation | | | | | History: Early Islamic Civilisation | | | Geography: Natural Resources | | | | | |
| PE | Gymnastics & Bower fit | | | | | Athletics & Bower fit | | | | | | | | |
| MFL | Unit 5.1: Weather | | Unit 5.1: Weather | | Unit 5.1: Weather | | Unit 5.1: Weather | | Unit 5.1: Weather | | Unit 5.1: Weather | | Unit 5.1: Weather | |
| Computing | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | | Unit 5.1 Computer Science | |
| Music | Unit 5.1 Syncopation | | | | | | Unit 5.1 Syncopation | | | | | | | |
| Art | Unit 5.1 (Drawing) | | | | Unit 5.1 (Drawing) | | | | | | | | | |
| DT | | | | | | | | Unit 5.1 (Food Technology) | | | | | | |

| Week | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| English | Non-Fiction, Non-Chronological Report (Animals) | | | Poetry: Beowulf | | Fiction: Flashbacks | Fiction: Flashback- Harry Potter | | | Non-Fiction: Newsp | |
| Maths | Multiplication and Division | | Fractions | | | Fractions | | Decimals and Percentages | | | |
| Science | Forces | | | | | Animals including humans | | | | | |
| RE | Judaism | Mission | | Memorial Sacrifice | Memorial Sacrifice | | Sacrifice | | | | |
| PSHE | Religious Understanding | Personal Relationships | | Keeping Safe | | Keeping Safe | | | | | |
| History/ Geography | Geography –Natural Resources | | History – Anglo Saxons | | History – Anglo Saxons | | | | | | |
| PE | Basketball & Football | | | Swimming & Basketball | | | | | | | |
| MFL | Unit 5.2: Free Time | | Unit 5.2: Free Time | | Unit 5.2: Free Time | | Unit 5.2: Free Time | | Unit 5.2: Free Time | | |
| Computing | Unit 5.2 Information Technology | | Unit 5.2 Information Technology | | Unit 5.2 Information Technology | | Unit 5.2 Information Technology | | Unit 5.2 Information Technology | | Unit 5 Informa Technol |
| Music | Unit 5.2 Chords | | | Unit 5.2 Chords | | | | | | | |
| Art | Unit 5.2 Sculpture | | | Unit 5.2 Sculpture | | | | | | | |
| DT | Unit 5.1 Food Technology | | | | | | | | | | |

Education Endowment Foundation

**IMPROVING BEHAVIOUR IN SCHOOLS**
Summary of recommendations

Sections are colour coded for ease of reference:

| Proactive | | | | Reactive |
|---|---|---|---|---|
| **1** Know and understand your pupils and their influences | **2** Teach learning behaviours alongside managing misbehaviour | **3** Use classroom management strategies to support good classroom behaviour | **4** Use simple approaches as part of your regular routine | **5** Use targeted approaches to meet the needs of individuals in your school |
| • Pupil behaviour has multiple influences, some of which teachers can manage directly<br>• Understanding a pupil's context will inform effective responses to misbehaviour<br>• Every pupil should have a supportive relationship with a member of school staff | • Teaching learning behaviours will reduce the need to manage misbehaviour<br>• Teachers can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning<br>• Teachers should encourage pupils to be self-reflective of their own behaviours | • Effective classroom management can reduce challenging behaviour, pupil disengagement, bullying and aggression<br>• Improving classroom management usually involves intensive training with teachers reflecting on their classroom management, trying a new approach and reviewing their progress over time<br>• Reward systems can be effective when part of a broader classroom management strategy | • Some strategies that don't require complex pedagogical changes have been shown to be promising<br>• Breakfast clubs, use of specific behaviour-related praise and working with parents can all support good behaviour<br>• School leaders should ensure the school behaviour policy is clear and consistently applied | • Universal behaviour systems are unlikely to meet the needs of all your students<br>• For pupils with more challenging behaviour, the approach should be adapted to individual needs<br>• Teachers should be trained in specific strategies if supporting pupils with high behaviour needs |

**Implementation**

**6** Consistency is key
• Consistency and coherence at a whole-school level are paramount
• Whole-school changes usually take longer to embed than individually tailored or single-classroom approaches
• However, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level

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eef.li/behaviour

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## APPENDIX I:
## CHARLIE TAYLOR'S CHECKLISTS

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### For senior leadership team:

**Policy:**
Ensure absolute clarity about the expected standard of pupils' behaviour.
Ensure that behaviour policy is clearly understood by all staff, parents, and pupils.
Display school rules clearly in classes and around the building; staff and pupils should know what they are.
Display the tariff of sanctions and rewards in each class.
Have a system in place for ensuring that children never miss out on sanctions or rewards.

**Leadership:**
Model the behaviour you want to see from your staff.

**Building:**
Visit the lunch hall and playground, and be around at the beginning and the end of the school day
Ensure that other Senior Leadership Team members are a visible presence around the school
Check that pupils come in from the playground and move around the school in an orderly manner.
Check up on behaviour outside the school.
Check the building is clean and well-maintained.

**Staff:**
Know the names of all staff.
Praise the good performance of staff.
Take action to deal with poor teaching or staff who fail to follow the behaviour policy.

**Children:**
Praise good behaviour.
Celebrate successes.

**Teaching:**
Monitor the amount of praise, rewards, and punishments given by individual staff.
Ensure that staff praise good behaviour and work.
Ensure that staff understand special needs of pupils.

**Individual pupils:**
Have clear plans for pupils likely to misbehave and ensure staff are aware of them.
Put in place suitable support for pupils with behavioural difficulties.
Build positive relationships, particularly with parents of pupils with behaviour difficulties.

### For teachers:

**Classroom:**
Know the names and roles of any adults in class.
Meet and greet pupils when they come into the classroom.
Display rules in the class—and ensure that the pupils and staff know what they are.
Display the tariff of sanctions in class.
Have a system in place to follow through with all sanctions.
Display the tariff of rewards in class.
Have a system in place to follow through with all rewards.
Have a visual timetable on the wall.
Follow the school behaviour policy.

**Pupils:**
Know the names of children.
Have a plan for children who are likely to misbehave.
Ensure other adults in the class know the plan.
Understand pupils' special needs.

**Teaching:**
Ensure that all resources are prepared in advance.
Praise the behaviour you want to see more of.
Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).
Differentiate.
Stay calm.
Have clear routines for transitions and for stopping the class.
Teach children the class routines.

**Parents:**
Give feedback to parents about their child's behaviour—let them know about the good days as well as the bad ones.