

St William's Catholic Academy

Curriculum Narrative



St William's Catholic Academy, part of the 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 providing a purposeful, progressive and inclusive curriculum with Christ at the centre and children at the heart. We value our pupils and celebrate diversity of experience, need, interest and achievement.

Our curriculum celebrates our local heritage and nurtures pupil's understanding of the community 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.

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 global citizens, having the aspirations to achieve, broadening horizons and living the Gospel of life through Catholic Social Teaching.

Our curriculum is 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.

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. 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.

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 in order to consolidate and embed learning across the curriculum, meaning that mental models are developed over time. We pride ourselves on evidence-informed practice and the highest quality professional development for staff. We understand that memory lies at the heart of learning and therefore our curriculum has strategically planned 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.

Curriculum Vision


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 and school day
- 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
- Give 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

At St William's we have mixed age classes and undertake a two-year cycle of learning (rolling programme) to ensure that pupils meet threshold concepts for their year group without repeating the same theme of learning.

Curriculum Vision

Intent: Our Whole School Vision	We Love and Learn together in the light of the Lord. Sharing and being considerate. Together as a team. Working hard. Inspiring others. Listening and learning. Loving and forgiving. In a caring family environment. Aiming high and doing our best. Many smiles are shared. Safe in the arms of Christ.															
	We want our children to be enthusiastic and develop their love for learning, and a love for God. We want them to demonstrate a love for St William’s. We want them to enjoy school.		We use national curriculum objectives and guidelines in order to developing the knowledge content of the curriculum, but our overall aim is to make the curriculum both relevant and exciting to our children.		We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment		We want our children to have a love of learning, feel passionate and have ownership of the outcomes		We integrate the individual subjects of the curriculum into ‘learning projects’ that engage our children and provide a clear context for their learning and allow opportunities for deeper understanding.		We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to reason and problem solve through their learning at a deeper level.		We encourage our children to share their learning with each other, their families and the wider community. We want them to learn from others too.		We are preparing our children for their future. We want to empower them to be ambitious, dream big and aspire to achieve both now and in their adult lives.	
Implementation and Organisation	Our Whole School curriculum offers planned educational experiences, driven by shared principles and creative approaches that make full use of opportunities for ‘real world’ learning.		Catholic Social Teaching, Trust Virtues and British Values		Educational <u>Visits</u> , <u>Visitors</u> and Enrichment Activities		Assemblies		Stimulating Environments for work: Indoor and outdoor		<u>Extra Curricular Clubs</u>		Current Affairs		Learning Hooks (e.g. Artefacts)	
			Early Years: Areas of Learning													
			Communication & Language		Physical Development		Personal, Social and Emotional Development		Literacy		Maths		Understanding <u>The World</u>		Expressive Arts and Design	
			Key Stage 1 and 2 Subjects													
	English	Science	History	Geography	DT	Art	Computing	Maths	Music	PE	French	PSHE	RSE	Maths		
St. William’s Key Curriculum Drivers: SPIRITUAL CREATIVE ARTS COMMUNITY & ENVIRONMENT							Discrete Subjects				Discrete Subjects (Taught <u>In</u> Blocks)					

IMPACT	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Standards Children at St. William's make good progress with the majority attaining national expectations or better. Through curriculum drivers, carefully selected topics and focused objectives, they are given opportunities to achieve the greater depth in standard. Assessments are used to demonstrate knowledge, skills and progress made	IMPACT 2: Enjoyment and Engagement in Learning Children enjoy learning and celebrating their successes. This is demonstrated through displays, feedback and celebration assemblies.	IMPACT 3: Personal & Spiritual Development Following the teachings of Jesus, children demonstrate our mission statement' in their learning and in their behaviour. They understand issues around safety and citizenship and make the right choices. Their choices benefit the school, the environment, our local community and our parishes.	

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 class teachers' 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 and given relevance and meaning. We have built into our sequence of learning, curriculum continuity and peer networks with our secondary schools. These opportunities enable our pupils to achieve successful transition. Trips, excursions and in-school events ensure a range of enriching experiences.

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

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'. If they are able to draw on their long-term memory and attend to a small number of new features in what they are learning, they are much more likely to learn and make progress.

Our approach is simple and consistent:

- 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 staff have a responsibility to strive to deliver lessons where the teaching and learning is of the highest quality and where all learning needs are met. One of the most important factors in how well a child learns in the classroom is how well a teacher teaches.

Pupils at St William's 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 of understanding within and across curriculum 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 will be resilient, hardworking and driven. They have been taught how to converse respectfully; how to value the responses offered by peers, and how to politely disagree. They stretch their own 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 understand the diversity that life in Britain and the wider world around them, brings.

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

In St William's we consider good teaching to be:

- Engaging
- Inclusive and accessible to all
- Informative
- Paced appropriately
- Well planned
- Evaluative

Lessons should always:

- Meet the needs of all children
- Provide opportunities for challenge and support
- Allow children to learn independently through the use of metacognitive approaches
- Give opportunities for reflection and evaluation

We do this by:

- Beginning a learning sequence with a review of prior knowledge from recent lessons and longer term memory (previous years / previous terms)
- Regularly revisiting prior learning
- Ensuring all pupils are planning, monitoring and evaluating their thinking and learning.
- Using appropriate vocabulary
- Providing clear and well sequenced explanations
- Linking explanations to other learning
- Giving children enough practice to sufficiently understand new material
- Sequence practice to allow pupils opportunities to practice new and old material in a range of contexts

We allow all children to succeed by:

- Breaking material into small chunks
- Using supportive techniques (diagrams, models, worked examples, manipulatives)
- Bridging the gap between instruction and independent practice
- Provide practice work that is hard enough to be challenging but not so hard as to cause frequent errors and knowing when to challenge further.
- Intervening with children who do not understand
- Ensuring the use of our '5 a day' approach for SEN children

We know our children know more and remember through:

- Use systems and techniques to check as many pupil responses as possible
- Provide systematic feedback and corrections
- Talking to children about their learning.
- Continually assessing their retrieval knowledge
- Reviewing children's work in books within staff meetings.

Deliberate teacher habits can 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. Eventually pupils develop strategies for themselves by recognising similarities and differences between things they have seen and done before. 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.

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

Interleaving - Lesson begins with recall/retrieval questions from previous learning to activate prior knowledge.

Learning Objective/Explicit Instruction - Introduces and explains the new learning for the lesson, 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.

The St William's curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by the class teacher 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 tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND peers. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the St William's curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's 'Five a Day' principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

St William's Catholic Academy strives to be an inclusive school. Inclusion is central in the Catholic ethos and values of our school – a philosophy which covers every child's rights and their entitlement to the very best experiences education can offer.

We aim to offer children an educational experience where staff will strive to identify and remove barriers to learning and create an environment in which every child is encouraged to reach their full potential and ensure 'no child is left behind'.

In order to ensure every child is supported to succeed academically we are committed to the 'Five a Day Principles':

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially a teacher would provide enough support so that pupils can successfully complete tasks they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal or written. Writing frames, partially completed examples, knowledge organisers and sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher led approaches, focused on teacher demonstration followed by guided practise and independent practise. Explicit instruction is not just 'teaching by telling' or 'transmission teaching'. One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of a paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise the skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive strategies

Cognitive strategies are 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 tasks will support pupils with SEND; this may be through the 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.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and 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.

Use of Technology

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 visualiser to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note taking and extended writing can be helpful.

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Adaptive Teaching

Explicit Instruction

Communicating clearly and succinctly.

Using carefully selected visuals.

Checking pupils' understanding.

Modelling how to complete a task.

Cognitive and Metacognitive Strategies

Introducing content in small steps.

Helping pupils consider ways to remember new information.

Frequently asking learners to recall previously taught content.

Promoting metacognition

Scaffolding

Visual – like a partially completed model.

Written – such as a list of keywords and phrases.

Verbal – as in reteaching key content to a child who has picked up a misconception.

Flexible Grouping

Allocate groups temporarily, based on current level of mastery.

Timely and relevant intervention groups.

Careful planning and use of support staff.

Using Technology

Used by a teacher to model worked examples.

Used by a student to help them to learn, to practice and to record their learning.

Creative use of technology.

The curriculum in St William's is the sum of all the pupils' experience. This encompasses all of the activities which take place in school, 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 our 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 is tailored around our school's local context and rooted in our faith. This is 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.

Assessment comprises two linked processes:

Formative Assessment: provides Assessment for Learning. 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 and:

- 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.
- Incorporates a wide range of assessment techniques to be used in different contexts and purposes.
- 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.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- 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.
- Allows regular subject specific extended writing and access to high quality text/ reading.

Assessment Principles

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

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.
- The ability to write confidently in all subjects for a range of audiences, drawing upon a range of high-quality texts.
- Knowledge of, and the confidence to, articulate their learning.
- Readiness and motivation to succeed in their next phase of learning.

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. This includes standardised testing against age related outcomes.

Data is collected at three key points across the academic year as agreed at whole Trust level.

We 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.
- 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 attainment in KS1 and KS2, using working grades compared to age related expectations (ARE), *working towards, expected, greater depth*

Our strong moral purpose and gospel values underpin everything our School does and where the following values are promoted and are under-pinned by excellence in Teaching and Learning:

- Ensuring that children and young people remain at the heart of all that we do
- Narrowing the Gap and providing equality of opportunity for all, through our inclusive environment and community
- Fulfilling potential through virtue education
- Promoting sustainability and the stewardship of resources
- Contributing to our wider community
- Supporting and developing our workforce

School decision making is built on the foundations of Catholic Social Teaching, in principle that as a community committed to providing catholic education of the highest quality, we believe that 'Solidarity', 'Subsidiarity' and 'The Common Good' are fundamental values that underpin our thinking.

'Christ at the Centre: Children at the Heart'

Quality Assurance Intent

- To be committed to continuous improvement inspired by the best evidence
- To ensure leaders have a consistent approach to the quality assurance of teaching and learning and have the confidence and ability to set appropriate, actionable feedback to ensure quality outcomes for all pupils.
- To ensure a wide range of quality assurance confirms that pupils are developing physically, morally and intellectually to use their God given talents; enabling all pupils to flourish as a whole and complete person, preparing them fully to enter the world as active citizens.
- The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them (EEF)
- To provide formative teacher evaluation based on continuous assessment and feedback.
- To provide bespoke professional development which supports teacher evaluation.

Quality Assurance Implementation:

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

Key characteristics of quality assurance:

1. Pupil voice

Pupil voice in schools means a whole-school commitment to listening to children and within the school, including listening to views, wishes and experiences.

Students need meaningful opportunities to share experiences, views and hopes about their school. They need to understand that their opinion matters and it is important in developing their school. Pupil's voice is about providing children with a safe place to express their opinion and they know it is valued, listened to and considered.

2. Short term teacher planning adapted to meet the individual needs of pupils

Monitoring and evaluating planning helps gain an insight into how teachers are developing children's learning journeys and how skills and knowledge are built upon across lessons, terms and year groups. Planning should be monitored in conjunction with SEN support plans and children's exercise books.

3. Attainment and progress data analysis

The collation and analysis of data is important in the role of the middle leader to ensure that one is able to fully understand their area of responsibility.

Primarily, middle leaders will engage with data as a means of establishing attainment and progress for pupils and gauging effectiveness of teaching and learning

Collecting, collating and analysing data is the middle leader's main evidence base. It offers support and credibility to the assertions they make relating to their area of responsibility.

4. Work sampling

Work sampling is a form of school self-evaluation. Regular work sampling help establish the rate of pupil progress and monitor quality of teaching and learning across the school.

Quality assuring the 'Quality of Education' focus means that knowing what is inside students' books has never been more important for middle leaders, as the focus has moved away from unnecessary internal assessments. Inspectors will be looking for evidence within children's workbooks of a well-implemented and practiced curriculum that is broad, deep and progressive.

5. Lesson visits

Lesson visits can be an effective way of seeing a snapshot of what's going on across the school. Lesson visits provide a cross sectional view of learning and focuses on the whole school. Each visit should focus on a particular aspect of provision.

- Six calendared quality assurance opportunities per year; two each term. Once per term it will include all five strands, with strands one to four visited a second time each term.

- Schools will hold a centralised record of information associated with the quality assurance process. This will facilitate effective reporting to Local Governing Committee Directors – information will be made available at agreed points throughout the year through the HT report.
- To ensure confidence in the consistency of judgement; quality assurance, where practical, will involve a member of the leadership team – line managers / subject specialist or lead / Key Stage lead.

Links to Professional Development:

- Staff are entitled to have what they are doing well celebrated and areas for development clearly identified, then be provided with access to exceptional professional development.
- Timely feedback – use of calendared directed time to ensure time for effective dialogue to agree on the next stages of professional development.
- A professional development programme that will provide opportunities for staff to participate in a variety of learning opportunities in order to support their individual professional needs will build the whole school and Trust capacity

Moderation

An additional strand to our quality assurance process will be in moderation which will involve all staff, it is focused on Professional Development, will take place at a school and then a Trust level. The process is designed to allow staff a voice in commenting on and sharing opinions on examples of pupil work from across the curriculum. Cross phase collaboration will be built into the process. The key objectives are to:

- Identify current excellent practice and to extend the repertoire of teaching ideas
- Gain insight on individual pupil progress, effort and engagement and identify variance
- Develop staff as leaders in the quality assurance and sampling process.

Workload

Our quality assurance strategy will aim to be highly efficient and effective, so that it does not adversely impact upon workload.

Performance management

The quality assurance process aligns with our schools' Performance Management policies. The main purpose of quality assurance is for continued professional development of staff and the

development of the curriculum. Where variation in the quality of education is identified through quality assurance, our Performance Management Policies will be followed.

Governance

Link Governance procedures will be established to ensure school leaders develop the quality assurance skills of the governing body and their knowledge of standards within their schools.

Quality Assurance Impact

- There is a consistent approach to quality assurance which gives confidence in the standards we are delivering.
- Teachers and leaders understand what they are doing well and what they have to do to improve.
- Teachers take ownership of their own professional development and are supported with a bespoke programme to ensure they flourish.
- Pupils' develop physically, morally and intellectually enabling all pupils to excel as a whole and complete person, preparing them fully to enter the world as active citizens.
- All teaching ensures pupils demonstrate progress in knowing more and remembering more, with the ability to apply this in more challenging, relevant and engaging ways.
- All teaching ensures the acquisition of 21st century skills to translate knowledge into actions for success.
- All teaching promotes Catholic Social Teaching, fundamental British values and a global dimension within the curriculum.