St. Brendan's Catholic Primary School

Our Curriculum

'Always treat others as you would like them to treat you.'

Revised September 2023

The aim of this document is to ensure there is a common understanding of the kind of learners we are creating in our school and the kind of teachers and support staff we need to be in order to meet these needs.

Contents

1. **Our Vision**
2. **Curriculum research document**
3. **Our curriculum intent**
4. **Overview of the curriculum planner (2-year cycle)**
5. **Wellbeing**
6. **Cognitive development**
7. **Importance of talk in the classroom**
8. **Reading**
9. **Adaptive teaching within our school**
10. **Cultural capital**
11. **Early Years**
12. **Assessment**
13. **Collaborative Inquiry and Evaluation**
14. **Subject Leadership**
15. **Conclusion**

Our Vision

At St. Brendan's Catholic Primary School, our belief is that every pupil should be supported to achieve their full potential, become confident in their individuality and develop a lifelong love of learning. Our curriculum is centred on the key principles of wellbeing and spirituality. It is designed to develop positive learning behaviours, a strong self-awareness of wellbeing and how to be responsive to the wellbeing of others, set ourselves high aspirations and achievements and overall understand the importance of happiness within ourselves.

2. Curriculum Research Document

3. This model shows the main themes of our curriculum offered to every child and the research we have used to support our decision making process.

3. Our Curriculum Intent

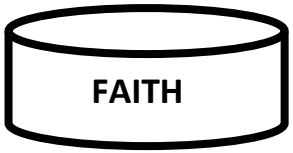
We are passionate that our children recognise their uniqueness, which is celebrated and respected to enable our pupils to play a positive role in our diverse community, which through their actions, they can make a difference to. We want our children to know they can be the difference in our world, equipped with the knowledge and skills to understand, work collaboratively, demonstrate empathy and resilience to live out our mission statement.

Our curriculum is delivered through linked learning within subject areas, with subject 'drivers' and subject 'enhancers', for example, the driver may be geography and it is enhanced by linked learning in art. The autonomy developed within our children as learners enables them to choose their pathway for learning within lesson time using their cognitive skills to present their understanding through a medium of their choice. Through high expectations in Oracy, children are able to articulate their thinking and progress with peers or adults, recognising the next steps they need to take and the progress they have made with their learning, this begins with solid foundations established in Early Years.

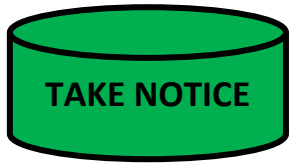
The curriculum is mapped out to ensure that the discipline of reading is taught in every subject area through quality literature and core texts used progressively across the school, in order to expose all children to a range of literature as part of our cultural capital focus. We believe that by focusing on subjects in this way pupils are able to fully immerse themselves in their learning and have time to deepen their understanding. The use of retrieval practices to ensure key knowledge sticks with our children from year to year and is planned into our curriculum. Each child's learning journal documents this for them and encourages our children to make links within their learning from one year to the next. We create spaces for increased deliberate thinking where time is invested in adding more detail and building upon existing knowledge.

We aim for all pupils to leave our school, not only achieving academic success but as confident individuals who are resilient, ready for new challenges, have developed their emotional intelligence and can confidently articulate this. We believe every child can achieve great success when they have the knowledge, tools and skills to support them within our inclusive and loving environment.

The core principles of our curriculum are:

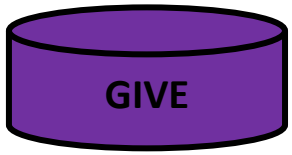


We believe our faith is the centre of all we do within our catholic school community. We follow Jesus' teaching and walk in his ways to develop our love, respect and understanding of self and others within our diverse world. Our faith encourages us to accept the uniqueness of each individual through always treating others as you would like them to treat you.

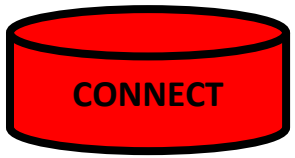


Children are aware of the world that we live in today, appreciating and growing in the wonder of creation. They can form opinions and make comparisons with the past, justifying similarities and differences through cognitive development in our teaching and learning approaches. Our children are encouraged to question what their future may look like and use their knowledge to understand diversity and different cultures within our school, parish, local community and wider world. Their ability to take notice develops their emotional intelligence and awareness of self and in others.

We want our children to recognise learning as a lifelong skill that is continuous and knows no boundaries. We aim to instil a love of learning which will grow and develop throughout their lives. In these early stages of each child's learning journey, we set high expectations for everyone in our school community and create the environment for every child to succeed academically, socially, emotionally and spiritually. Through confident self-assessment pupils can recognise their achievements, progress and next steps



We believe, that through our mission statement, pupils will encompass an inclusive classroom environment where everyone is challenged to grow and nurtured to flourish. We work collaboratively to share and develop our skills, knowledge and understanding together to improve ourselves and to support others. We support charitable causes within our school community, locality, nationally and globally to ensure our pupils understand the world we live in and the varying differences between people's lives. We give time to question, assess and deepen our knowledge and understanding to ensure all learning is linked to the bigger picture for each child, knowing the service they can give to others.



We strive to ensure our children are able to connect with one another and with their feelings to enable everyone to feel safe and happy. We believe that wellbeing is the foundation to life-long learning. Children are encouraged and given opportunities to make connections between subjects, which enables them to transfer learning into different contexts through a rich cultural capital. Our curriculum allows children to develop and link their knowledge through each key stage of their St Brendan's life and beyond.

Children and staff actively engaging with their learning is at the core of our curriculum. They actively ask questions, search for solutions, solve problems, and give detailed reasoning to deepen their own knowledge. Focusing on the whole child, we encompass physical, emotional and spiritual wellbeing to create well-rounded individuals with a healthy understanding of themselves as they enter the wider world, confident in their articulation of self and their learning.

5. Overview of the curriculum planner (2-year cycle)

	Who Am I?		What is my heritage and culture?		Local geography/history study?		How have others influenced the way we live?		Changes in the world		People of our Time	
	History focus:Significant People and Civilisations	Geography Focus:	History Focus: Explorers and Settlers	Geography Focus:	History Focus: How has Corby changed over time?	Geography Focus:	History Focus: History's influence on me	Geography Focus:	History Focus: Changes over time	Geography Focus:	History Focus: Leaders throughout the Ages	Geography Focus:
Early Years	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Under the Sea	Down on the Farm	Amazing Me!	Let's Celebrate!	People Who Help Us	Ready, Steady, Grow!	Under the Sea	Down on the Farm
Year1/2	Famous Explorers - Christopher Columbus and Neil Armstrong The life of significant individuals in the past who have contributed to national and international acievements.	The world and my school: Locate 4 countries, continents and oceans.	The Windsors - Our Royal family Changes within living memory revealing changes in national life.	*Landuse around the U.K: royal land. Describe the key phyical and human features.*	Rockingham Castle - William the Conqueror Significant historical events, people and places in our own locality.	Our local park/ area: Fieldword and observational skills.	The Great Fire of London - Events Beyond Living Memory.	*The U.K: Comparing where I live to another part of the U.K, cities, towns and villages.*	Then and Now Changes in living history	Weather and climate: Weather patterns, hot and cold areas of the world.	Florence Nightingale and Edith Cavell The lives of significant individuals in the past who have contributed to national and international achievments.	My local area and Tulum, Mexico: Compare human & physical geograpghy of the two areas.
Year 3/4	Ancient Greece Greek life and achievements and their influence on the western world	*Greece compared to the U.K: physical and human charactersitics of a location.*	Britains Settlements by the Anglo Saxons and the Scots - Overthrow Romans/Scots from Ireland move to Scotland/Art and Culture/Conversion to Christianity	My Region & Campania: Physical geograpghy, human settlements & landscapes.	Local Study - Steel Works: Link to migration/growth of the town from a village/ jobs change/number of homes before and after/inpact on the town	Conservation of bees: use our school environment to help bees.	Roman Empire - Conquering the Greeks/Invasion of Britain/What did they bring to Britain?/Hadrian's Wall/Gods	The U.K: Topographical features, map use, grid references, symbols and keys.	Stone age to Iron age Changes in Britain from the Stone age to Iron age	*Geographical areas of the world: hot and cold climates, time zones, compass and grid reference.*	The Indus Valley Achievements of the earliest civilisations - Where and when they appeared	Land use: settlements changed over time.
Year 5/6	Ancient Sumer - Where and when/What did they do for us? Include an overview of other civilisations.	*Compare ancient Mesopotamia to modern landscape: geographical similarities and differences.*	The Vikings and Anglo Saxons struggle for the kingdom of England to Edward the Confessor - Viking invasions/Anglo saxons law and justice/Monarchies.	Economic activity of the UK: land use, trade links and distribution of resources.	Local Study - Our local area and how it has changed from a village to a small town to a large town. Look at diversity/faith/deprivation/changes in their living memory.	Rivers: observe key human and physical features in the local area.	Mayans - a Non European society that provides a contrast to British history	My region and the western state: Climate zones, settlements and land use.	Britain from beyond 1066 that extends pupils chronological understanding changes in - Power of the monarchy: Feudal system/Magna Carta/Reformation	*Geographical location of countries, longitude, latitude, hemisphere, time zone and compare to the U.K.*	A significant turning point in British history - Age of Discovery/Round Heads and the Cavaliers/British Empire	Reducing plastic waste: Human and physical processes influence & change landscapes.

Rationale behind our 2-year cycle

Through the development of our 2-year cycle we have ensured progression or all children in relation to each question, in addition to the opportunities to revisit the questions from different eras or viewpoints. This approach ensures subject content is revisited and children are encouraged to make connections across different subject areas.

Our bespoke curriculum enables pupils to develop their long-term memory skills through the use of 'pink paper' assessments. These are planned from the previous work they have been taught and are focused on the 'sticky knowledge' that the children have learnt. The use of pink paper assessments helps to develop or pupils' mindsets in relation to the tasks they are completing.

1. Learning mode – rehearsal, practice tasks that enable us to make mistakes or incorrect decision making as part of the learning process
2. Performance mode – when we need to deliver our best performance such as a drama performance, concert, dance or one-off tests. This is an opportunity to show our 'audience' our best work to our ability and this may look different in a variety of formats.

Our curriculum planned over 2 years provides our children with the time to make links and build on connections across all subject areas using their 'sticky knowledge' to increase their knowledge and understanding each time we revisit a curriculum question or link to other areas of our learning. By using a question as our focus title, we set the tone for questioning to be a key element of our curriculum across the school. We aim for our pupils to see the bigger picture across their learning throughout their learning journey.

6. Wellbeing

When someone is safe and happy, they can face challenges, build strong relationships and contribute to their community. We aim for all our pupils to have good levels of well-being and encourage them to talk openly about well-being and mental health as the focus of our curriculum foundations. We support and teach our pupils to be healthy in the body and healthy in the mind. We encourage our pupils to understand that a person's wellbeing can change at any time and that it is important to share our feelings and speak out if we need support with our well-being. Through assemblies, PSHE lessons, special weeks or days we develop our pupil's understanding of their feelings and emotions and how to express them in the correct way. We give opportunities for pupils to self-regulate in the appropriate way through the use of Zones of Regulation, the sensory room and well-being room – The Rainbow Room, and through the use of individual visual indicators. The staff and pupils have developed a Well-being Wheel, where pupils and the school community can problem solve when they have a problem or difficulty, which is displayed in the Rainbow Room and on the playground.

Within in all areas of our curriculum the development our pupil's self-esteem is crucial to support a pupil's mental health and achieve success, as a major component to a person's mental health and stability is having high levels of self-esteem. Through our curriculum, our experiences in and out of school, and our whole school commitment to 5 ways to wellness we aim to develop our pupil's acceptance, respect, confidence and satisfaction in themselves as young people. Through targeted PSHE lessons, assemblies, small group and individual support we develop our pupil's positive self-image in real life as well as

online, confidence and resilience. We want our pupils to have the ability to think, cope with the ups and downs of life, and have the confidence in their right to be successful and happy and be aware of strategies to support them or clearly know who to ask for help when they feel they need it for themselves or others.

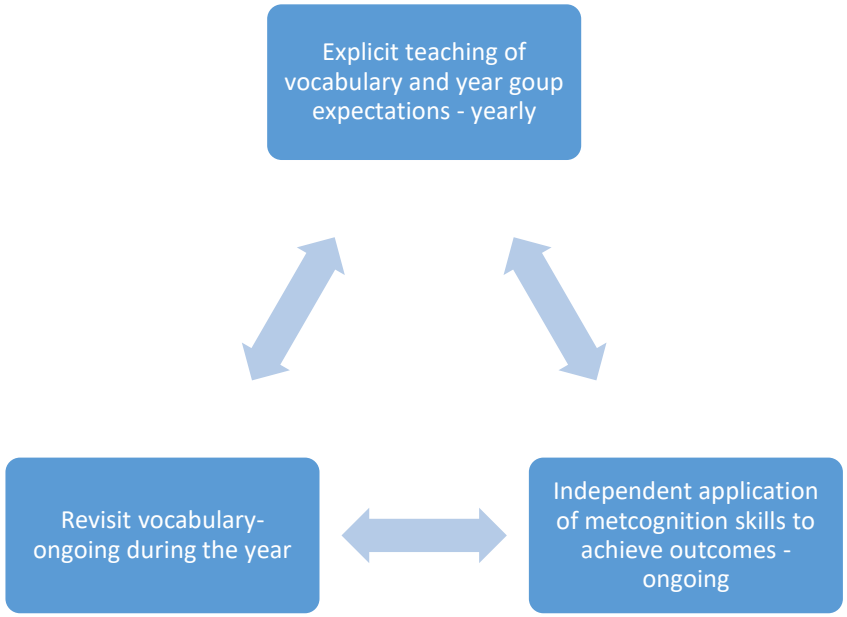
As a planned lesson for every child throughout the school year Forest School is a child-centred learning process, that offers opportunities for holistic growth through regular sessions. Forest School supports play, exploration and supported risk taking. It develops confidence and self-esteem through hands-on experiences in a natural setting. We have an ever-growing and developing forest school on the school site, the pupils know that this space is a designated safe space to learn outside and develop skills that can be applied across all areas. Through focused tasks the pupils are encouraged to develop team work, co-operation and independence. They can lead their own learning when key skills are developed, and achieve key skills in using tools, lighting fires in a safe way and making use of natural materials. Our pupils are taught to respect nature and enjoy the benefits that being outside has on our well-being. All pupils will have two 6 week blocks of learning across the year with their class. We also offer small group forest school sessions with focused groups. Our Forest School objectives reinforce 5 ways to wellness, supporting well-being and social and emotional skills for all our pupils.

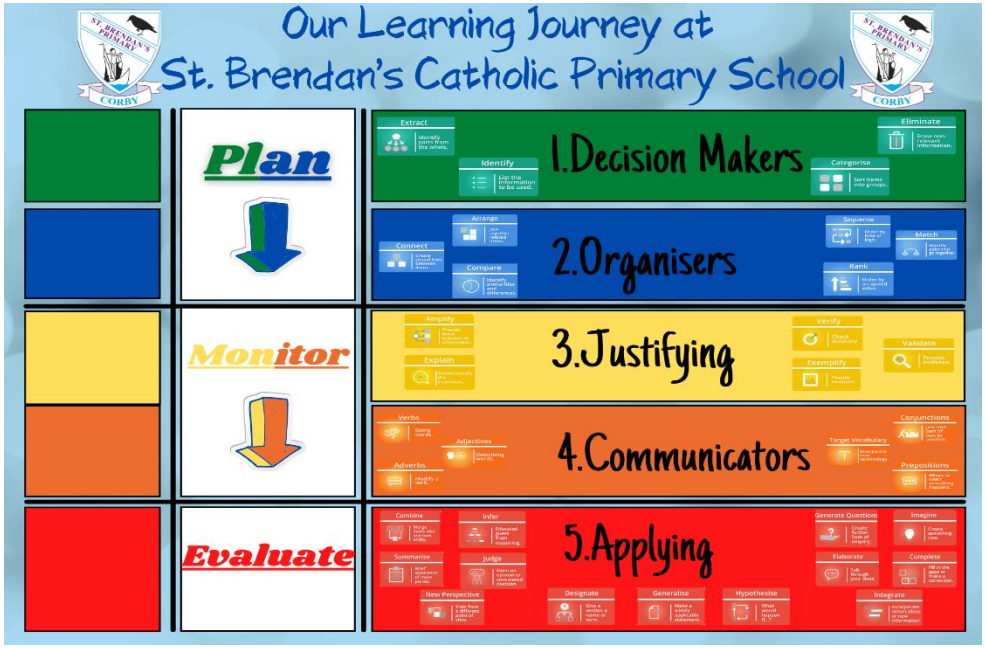
7. Cognitive development

We have developed a planned approach across all areas of our teaching and learning that supports children to understand how their brain works to support their learning. We sequence this overtime to ensure all children have the opportunities to understand the metacognition vocabulary alongside the expectations of this in practice progressive for each year group. We ensure explicit teaching of the vocabulary and what this looks like in each year group is taught at the start of each academic year, this is not limited but allows time to explore the progressive detail we expect our children to use to enable cognitive development to be ingrained and habitual within our learning. We encourage our children to make decisions about the metacognition skills they choose to use in order to achieve an outcome within a lesson or over a sequence of lessons (Appendix 2). 'These 'cognitive stepping stones' ensure that everyone knows how to move forward and no student is left behind' (Structural learning.com).

In addition to understanding our cognitive development within our curriculum we also use a variety of strategies to support children in their understanding of how and what they learn long term. These approaches are;

- Use of pink paper assessments throughout each term to develop two modes of learners, learning mode and performance mode (pg.4)
- Knowledge retrieval exercises throughout the school day to support long term memory development, we know that what is remembered becomes stronger through practice. It is revisiting overtime, which secures the learning in to the long-term memory. (appendix 1)
- Use of double page spreads to organise and connect our learning across the curriculum, revisit key questions and link our learning over each child's journey in our school.





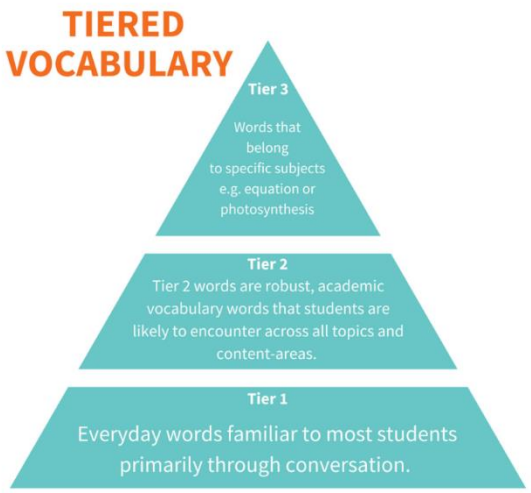
Through our research we instil the idea of purpose of service in their work to make a difference within their local community or wider world. We ensure our children have the opportunity to display their work using a double page spread that is about 'crafting and presenting a text that is visually appealing for the reader. Audience and purpose should be at the heart of all pieces of work and what better way to engage the reader than by drawing them in with a visually stimulating text' (Emma Stanley 2019) narrated by the author of the work to share with a wider audience via our communication platforms and digital portfolio.

We strategically plan time for our pupils to consolidate their learning at the end of each half term using a creative double page spread. This provides pupils with the opportunity to display their learning in the format they choose too. Once completed the pupils narrate their learning and decision making in a short video to share on their digital portfolio, this is then published to be shared with adults within the school and at home. This consolidation of learning provides an opportunity for teachers to assess the pupil's oracy and understanding of the work completed during the term. Our online digital portfolios bring together our curriculum learning behaviours, pupils understanding for long term memory development and application of our curriculum foundations outside of school.

8. Importance of talk in the classroom

We ensure all of our classrooms or outdoor areas are environments that support, enable and develop talk, with all children having a secure understanding of the importance of talk to support their achievements. In each classroom you can expect to see;

- Our curriculum is driven by questions; adult to pupil; pupil to adult; pupil to pupil; pupil to self.
- The expectation of all children to answer any question in a full sentence that is grammatically correct, with adults modelling this for the children.
- Use of stem sentences in all lessons to support and scaffold sentence starters to "develop high quality talk, structure of discussions and encourage participation" (Voice 21) As an outcome they build a pupil's confidence in talking.
- The use of the ABC model during discussions (Alex Quigley) encourages active listening and participation from all pupils. **Child A** is expected to **answer** the question, **child B** is expected to **build** on the answer previously given and **child C** is expected **to contradict or contribute** to the answers given by their peers.

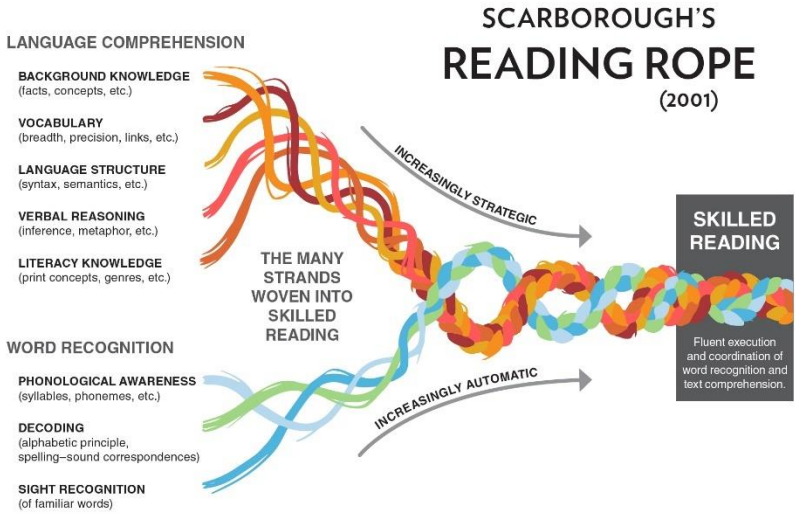


- Talk tally charts to encourage subject specific vocabulary to be used and points gained when you use a specific word correctly when speaking, when you hear the word being used correctly or if you use it correctly in a written task. This supports our cultural capital work on exposing the children frequently to Tier 2/3 vocabulary and encourage them to use it in their spoken or written work.
- Identification of pupils in needs of early oracy intervention through our trained support in school. Using the NELI programme initially them move bespoke recommendations from external specialist or alternative speaking and listening programmes such as; Talk Boost, Talk Partners and Socially Speaking in order to address this gap as early as possible within a child's education.
- Talk amongst peers as part of their decision-making process as active listeners, clear speakers and peers who demonstrate respectful leaning behaviours when they have a view that differs.
- We build time into our curriculum to develop oracy skills and to enable the children to talk through their ideas, views and opinions in relation to a task or something that is happening in the world, this is an active part of our lessons to support the children before they develop their skills in other areas of learning.
- Time is given to each pupil twice a year to engage in a 1:1 learning conversation with their class teacher to talk about them as learners and as individuals. This time is given to show the importance of each child, their views, opinions and interests, this conversation provides the class teacher with an insight into each child and their learning strategies. This personal conversation allows class teachers to build positive relationships, model a learning conversation about the child, with the child and use this information to consider how to raise the outcomes for each child within their class over the academic year. The second conversation is a revisit and refresh to allow for development and understanding of themselves.

- We ensure by using the above strategies, talk is taught in our curriculum and not caught in the classroom by chance or as a by-product to learning. It is a deliberate teaching focus across all areas of learning.
- Our aim for every child by teaching oracy and setting high expectations, with planned intervention when needed, is to engage in high quality talk so they can excel in all areas of not only their learning but into their life skills.

9. Reading

We follow Scarborough's model for reading with the understanding of teaching all of the strands with equal time and importance in order to develop every child into a skilled reader. The focus of reading is included in every subject area and we use the following approaches to ensure consistency across the school;



- Use of core texts that will challenge a child's reading skills and assist with developing their critical thinking skills and the ability to interpret the world around us.
- Teaching of synthetics phonics with all teaching staff trained in the teaching of phonics
- Daily whole class reading – modelled by the class teacher to promote a love of reading
- Focused reading daily using different strategies such as paired, choral and echo reading to develop not only fluency but comprehension skills too
- Reading for pleasure enabling the children to access not only structured reading texts appropriate to their age and reading level but also texts that interest them as a reader.
- Reading challenges that support the diversity of reading genres to develop their reading skills and interests.

(Please see our approach to reading document for a more detailed description)

10. Early Years

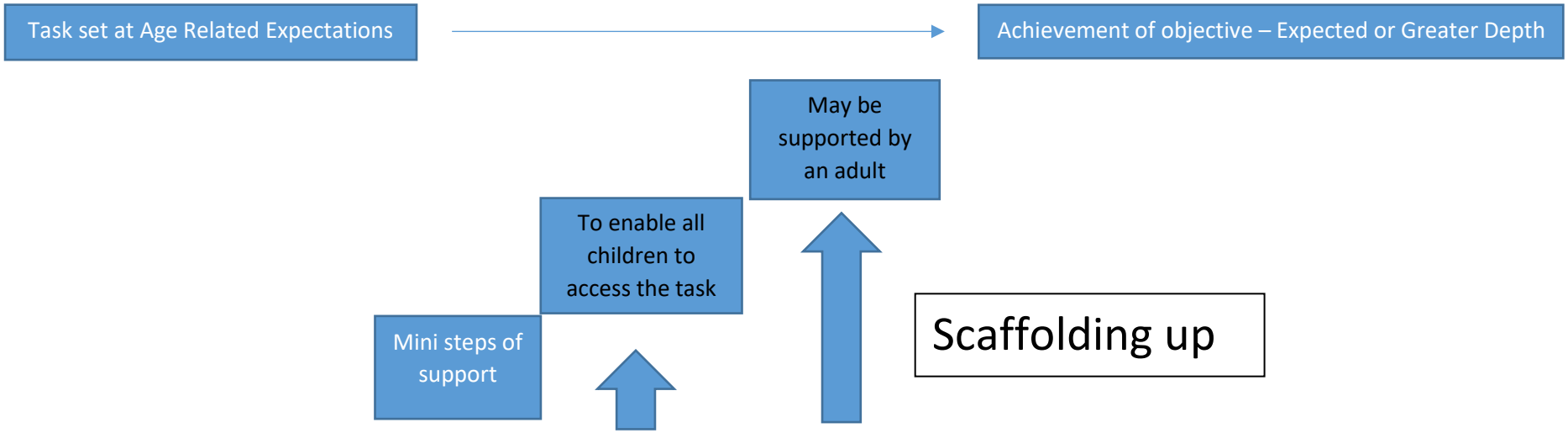
The early years in St. Brendan's underpins our foundations for learning for life. We follow whole school approaches that use the principles of early years teaching and embeds our pedagogy for all learners and stakeholders. The core principles of our Early Years teaching are that every child is unique and is treated equally, that positive relationships are modelled, fostered and developed, that our environment enables children to self-direct their learning or with the support of adults and that we develop effective practice for teaching and learning that creates the foundation of learning for every child. Personal, Social and Emotional development are the bedrock for every child when they are developing as a learner. Not only in our Early Years but throughout our school, our curriculum behaviours enable our children to be self-regulated, manage themselves and build relationships with the appropriate language to articulate their emotions shared and explained to our children, this starts in EYFS. Our pedagogy for Early Years is a mixed of direct teaching e.g. phonics or number and the continuous provision that enables children to practise and play with the skills they have been taught.

Whilst our Early Years implements all areas of this document we also know through monitoring and evaluation that our curriculum in Early Years is sequential, with clear milestones set for the children not only to meet the Early Learning Goals but to have the key skills needed to make the transition to Key Stage 1 smooth. Our curriculum is also cumulative, benchmarked within our MAT schools, ambitious for all children, knowledge rich and takes account of the children's interests to ensure that direct reaching and our continuous provision is child centred leading the focus for their learning and it has context, which supports an engagement and motivation for learning, and purpose, which is clear for all pupils

11. Adaptive teaching within our school

All children are treated as individuals within our school, where their uniqueness is celebrated. We ensure this continues into our daily classroom practice by ensuring teaching is adapted to pupils needs in order to provide appropriate support to enable every pupil to meet the objective of the lesson or sequence of lessons.

Our agreed view on adaptive teaching is the level of scaffolding needed to enable every child to succeed.



By focusing on scaffolding a task up through mini steps enables all children to access age related learning. We may need to include 1:1 adult support to achieve some degree of this however, each child's needs are considered in the planning stages by the class teacher.

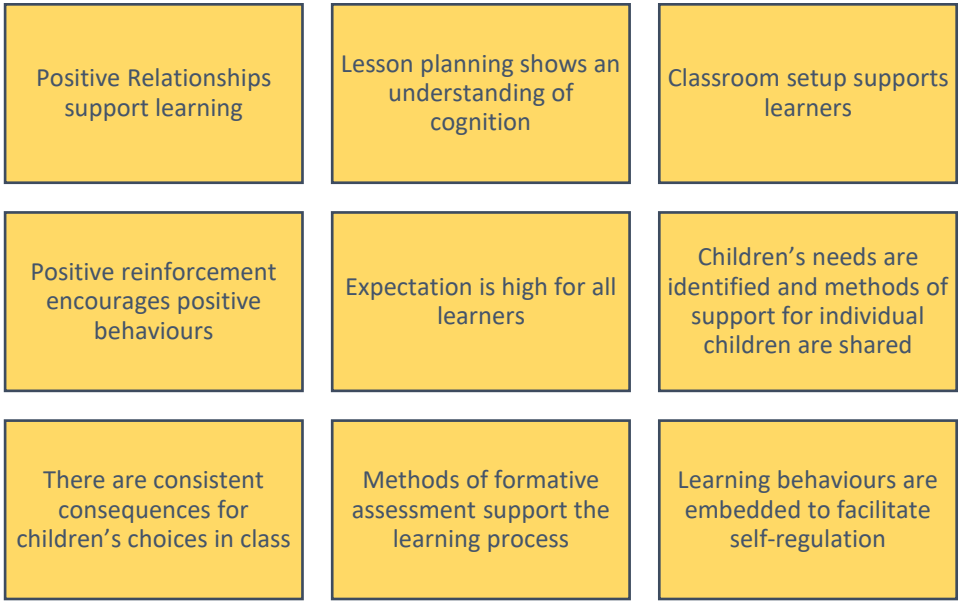
Inclusion

In our school our aim is to ensure that all children, regardless of any special need or disability, make progress, achieve and become lifelong learners. Inclusion and equality are overarching principles that guide all of our policies, plans, and practices. Our curriculum is designed to reflect all learners, is relevant to their interests and we aim to provide all children with quality first teaching. We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers adapt the learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. Through good relationships, time spent with individuals and good communication with all staff and parents, staff know the children well and understand their individual needs. Adaptions and resources are provided for those needing it, such as; providing access to technology, specialist equipment, additional adult support and alternatives to presenting learning where required. Children are encouraged to discuss what they need as individual learners and how they want to be supported. The learning environment can be adapted and used to provide spaces for all children to work according to their learning styles and needs; such as individual workstations, quiet spaces, larger spaces, working on the floor, computers outside of the classroom, working in the outdoors. Those pupils that have an identified need or may not be making progress, may require additional intervention. Most support can be provided within the classroom through

targeted support. However, some children may need additional targeted support outside of the classroom following a high-quality intervention. The impact of the intervention is reviewed and actions are made, most interventions need to run for 10-12 weeks.

We follow our Trust approach of an inclusion framework: the golden 9 in all of our classrooms to ensure our curriculum for teaching and learning meets the needs of every pupil with high aspirations for all and the removal of any ceiling or barriers learning. Training is provided to enable teachers to move towards refinement of the skills required to enable facilitation of an inclusive classroom. This framework should be being used to enable professional dialogue with teaching staff around inclusive teaching. This could also be being used as a lesson observation/ learning walk framework.

Inclusive teaching framework: The golden 9



Our Trust teaching inclusion framework for teaching staff and can be used as a proforma for determining lesson walks, feedback and expectations for teaching staff around what inclusion looks like at point of implementation. We refer to these as the golden 9 and believe that the vast majority of behaviour and inclusion in our classrooms can be facilitated through…

1. The establishment of trusting, supportive relationships between children and between children and staff
2. The planning and delivery of considered, engaging, active and differentiated lessons which facilitate discovery and embed mechanisms to facilitate cognition.
3. The way in which a classroom is set up including the table set up, grouping of children and consideration of the learning environment.
4. A focus on positive reinforcement of actions which underpin our ethos
5. High expectations for all of our children
6. Early identification of need and shared understanding of the methods for engaging, supporting and facilitating belonging for individual children.
7. The application of consistent consequences for children's poor choices
8. Methods of formative assessment which are effective in gauging children's understanding.
9. The embedding of self-regulation and positive learning behaviours in our children.

11.Cultural Capital

The following agreed approaches support the theory of Bourdieu's 'Cultural Capital' where having a familiarity of culture within society would help achieve a higher social status. Not only this but children's self-esteem and self-worth will increase. Children will become independent, open-minded and have an outward – looking approach to life. Something that is definitely needed for the 21st century.

The use of a tiered vocabulary system supports reading comprehension and reinforces understanding of new and difficult texts. Using a robust system such as this assists in the development of language acquisition and promotes a strong foundation for literacy across different year groups and subject areas.

Tier one words are high frequency words, used over and over again in the course of general conversation. Because tier one words are basic everyday words, most of them are learned through oral communication with family members, peers, or teachers. There is no need for specific instruction with tier one words. Examples of tier one words include table, happy, baby, and clock.

Tier two words are also referred to as academic vocabulary. They are cross-curricular words, appearing frequently across different subjects. Tier two words are not common words used in conversation, making them ideal candidates for direct instruction. Examples of tier two words include summarise, analyse, compare and generalise. In addition to being cross-curricular, tier two words often have multiple meanings, making them an integral component of reading comprehension. The more students learn these words, the better they will be able to comprehend text that contains them.

Finally, tier three words consist of low frequency words that occur in specific domains. Tier three words are central to understanding concepts within various academic subjects and should be integrated into content instruction. Examples of tier three words include molecule, tundra, and tributary. Through the use of this approach children's literacy skills will develop and they will also have a better general knowledge as they will be exposed to a range of subject vocabulary that they can understand and use.

We now also have a core book list that has carefully been selected. This is to show a progression of the literature being studied in class and they now also link to each key question for the term. This is so children gain a deeper understanding of the theme being taught –increasing their understanding of the world and being able to be relate what they are learning about to real life contexts.

Trips have also been linked to these big questions so that the educational visits/wow days have a lasting, positive impact on them. They will integrate current learning to enhance their understanding. By also being progressive, children will be more engaged with their learning. These trips will provide unique opportunities to learn in a different way compared to the classroom – making it more meaningful. This is why there will also be class forest school projects for children to use life skills to develop confidence and promote independence whilst again developing their critical thinking skills. Research has shown that these projects improve communication and motivation too whilst again developing an understanding of the world.

A two-year creative arts plan has also been devised to develop children's confidence in these areas. They will be exposed to the works of famous authors/playwrights/artists and composers. This will encourage self-expression and creativity not only building confidence but as well creating a sense of

individual identity. The school environment has already contributed to this with the new artwork depicting influential people/landmarks and creative areas to ignite an enquiring learning environment and communicating a powerful message about our school values.

Our school environment is a vibrant and inspirational space that hopefully inspires our children. We ensure all classes have spaces outside of the classrooms to support the children to work independently without direct adult support but passive supervision. We encourage our children to make decisions about where they prefer to work and regulate their behaviours with clear expectations of the tasks undertaken.

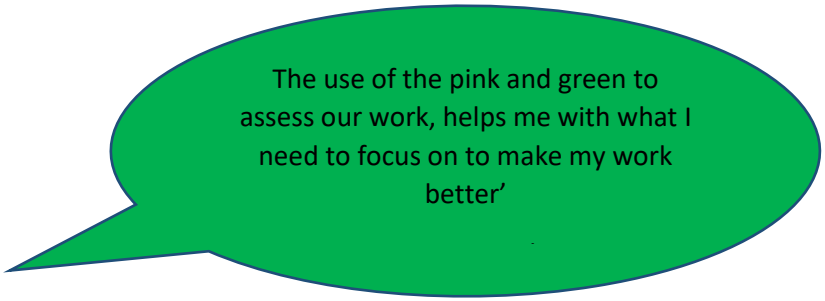
We have planned our environment with consideration for passive supervision for all pupils to engage within different zones of learning outside of the classroom, where typically the class teacher is based. We encourage the pupils to take responsibility for working independently and in collaboration with their peers outside of the classroom within a working area inside the school building or outdoors. This enables pupils to make decision about their work and supports them in becoming independent learners.

12. Assessment

The planned approach of a 2-year cycle allows staff and children time to develop their skills, deepen their knowledge acquired and ensure they have a secure understanding of the subject area. This time also enables children to make links between their learning and across all subject areas, in particular looking at comparing and contrasting different periods/features of their learning referring back to past learning and key knowledge within the curriculum questions. Our teacher assessment is over a 2-year period to ensure the children have the time to explore new learning and fully understand key terminology linked to each subject area. It is the aim that our 2-year cycle is an investment in time that enables pupils to "make sense if new context because if the connections have already been made" (M. Myatt 2018).

We ensure our staff utilise every learning opportunity to assess pupil's knowledge and understanding and to provide them with effective feedback to develop their skills further in the moment of learning, rather than after the lesson. The use of whole class feedback recording enables all adults to record questions, conversations and points for next steps for groups, individuals or whole class. The day to day uses of these records are individual to each class teacher to support their most effective way of using the recording sheets (this has already made a positive difference to workload in relation to marking pupils' workbooks). The whole class feedback evidence sheets are used to support summative teacher assessment judgements and are a key part of the monitoring process for subject leaders to gain an insight into the teaching and learning of their subject area across the whole school.

Through pupil voice we know that pupils have found this method of feedback to be positive.



The gathering of pupil's voice has supported staff to make informed decisions about teaching and learning, as the impact on pupils is essential to create learning that not only engages and excites all children but also ensures subject content and key knowledge are delivered and revisited.

The use of GL assessments, as baseline assessment for each child and once a year for progress, enables our subject leaders, senior leaders and governors to benchmark our children's outcomes for English, Maths and Science skills that support teacher assessments for end of year expectations. Reading skills are assessed at 3 points within the school year as this is a key area for improvement within our Trust. Use of CAT 4 in Year 3 tell us about a child's cognitive ability, which enables us to plan effective interventions in order to support them meeting their targets. The children sit the PASS test yearly, which looks at pupils' attitudes towards themselves as learners and their view of school, this also plays a vital role in intervention planning to ensure we raise all pupil's self-esteem and view of education.

Use of Insight tracking programme enables us to track teacher assessment alongside GL assessment and track our outcomes for all children, including specific groups. This detailed analysed ensures we revisit our curriculum plans to warrant our curriculum meeting the needs of our children alongside ensure outcomes for all children are as high as possible.

We also assess children's skills in relation to subject specific areas, such as vocabulary or specific behaviours we would expect from a historian, artist, scientist, including their ability to adapt their reading skills to each subject area.

The use of pink and green highlighters to identify success and next steps is an assessment focus that our children complete. This task has been taught and is developmental for different groups of children. We use this across the school from Year 1 – 6 and can be completed by the child or used as peer feedback on a task, assessing it against the objective for the lesson. Pupils acknowledge that this method of assessment is encouraging them to become more independent in their reflection as learner's

13. Collaborative Inquiry and Evaluation of our curriculum

We understand that all actions within our curriculum need to be monitored and evaluated to ensure the impact meets the expectations we have planned for in relation to pupil's wellbeing, academic outcomes and that we are meeting the needs of our pupils from the curriculum we offer and deliver. Outcomes from our monitoring and evaluation is used to inform the schools self-evaluation, continuous improvement planning and associated actions. 'A focus on improving assessment and monitoring practices in school is important for ensuring an accurate picture of student attainment and progress is generates, but is also makes the process of evaluating impact robustly an easier and more fruitful one' (EEF 2021)

'It is recommended that curriculum evaluation is organised into a cycle that:

1. Outlines **WHEN** the evaluation will take place.
2. Identifies **WHO** will be engaged in the evaluation and sets parameters for **HOW** this is to be reported.
3. **DEFINES** the precise purpose of the evaluation to narrow the focus so that there is depth to the evaluation and ensures that it is manageable for the person leading the reporting of outcomes and refines the focus to align with school improvement priorities.
4. Illustrates a **RESPONSE** to the finding of the evaluation within the school's Self Evaluation Framework so that there is a cohesive approach to meeting the needs of all learners and informing future curriculum development.' (OLICAT evaluation document April 2021)

Our approach involves the following stakeholders;

- Senior Leadership team
- Subject leaders
- Teachers
- Inclusion lead
- Pupil voice through our groups within school or as an identified group
- Governors
- Parents

Our school ensures dedicated time is given to each subject leader to enable them to carry out monitoring and evaluation for each subject area to a high standard that drives school improvement. We have incorporated the OLICAT 7 Curriculum Lens (appendix 3) to support cohesive approaches to monitoring that enables us to share our findings and identify whole school areas for professional learning if required. Our plan is for a 2-year cycle that fits with our school improvement plan.

The use of the 7-curriculum lens helps us to focus as a school improvement team on the same areas within different subjects identify key themes or areas for further development. A dedicated staff meeting at the end of each term is planned to share outcomes and from the monitoring that has taken place and collective agree on the next steps needed for subject specific areas or generally across all areas of the curriculum, this feeds into our whole school improvement plan and the curriculum leads collects the evidence to share at the next Local Governing Body meeting.

PLANNING FOR CURRICULUM EVALUATION ACADEMIC YEAR 2021-2023			
LENS and Specific Evaluation Activity	**TERM 1/2**	**TERM 3/4**	**TERM 5/6**
Year 1			
COHERENCE			
Review Mapping	LTP and MTP scrutiny		
Evaluate curriculum links	Pupil voice alongside book scrutiny		
CONCEPTS			
Identify progress in Key Concepts across subjects		Progression maps / planning / assessment focus	
Focus on questioning for conceptual understanding		Learning walk	
Examine format of formative assessment for progress		Pupil voice alongside book scrutiny	
CHALLENGE			
Classes review of Pupil Voice for Challenge			Learning walk, data
Evaluate challenge for SEND in lessons			Book scrutiny with pupil
Year 2			
CULTURE			
Evaluate the impact of trips of Cultural Capacity	Pupil voice		
CONVIVIAL			
Survey the views of pupils about learning	Pupil voice alongside book scrutiny		
Review attendance	Data focus		
COMMUNICATION			
Evaluate teaching of receptive language skills		Learning walk	
Evaluate quality of teaching for recording		Planning, book scrutiny with pupils (identified group from data)	
CAPACIOUS			
Evaluate cross phase self- directed learning			Environment, pupil voice
Determine EYFS preparation for KS1			Learning walks, data

Gantt Chart model for subject leaders, governors will be invited to join SL for at least one term during the school year.

14. Subject Leadership Teams

All subject leadership teams use the agreed curriculum implementation document to monitor their subject areas against the key themes within our curriculum to ensure they are consistent across the school and can clearly articulate what they look like within their subject area. Subject leaders can use

the themes to look closely at the vocabulary used within their lessons or during pupil interviews to have confidence in the children's development of their knowledge and understanding throughout their learning journey in our school.

Subject leadership teams use a range of monitoring strategies to share good practice and develop their subject area further, through their own research projects. They may undertake monitoring through learning walks, observations, pupils' interview, pupil voice, staff voice, book scrutiny, online exemplars, displays within the learning environment and data outcomes, including groups and trends. 2 days per academic year are allocated to each subject leader to enable them to monitor, evaluate or conduct research within their subject area, this includes scheduled time with the headteacher or deputy headteacher to share their findings, review their action plan and agree their next steps, ensuring any school improvement work links with the school improvement plan, (see monitoring and evaluation section above for a detailed breakdown for monitoring and evaluation).

Subject leadership teams have dedicated staff meeting time where they can share their current work, provide any updates or complete staff CPD. This enables all members of staff to have a shared consistent approach in supporting each subject area to improve the overall outcomes for all children.

All subject areas have a page on the school website to share their vision, rationale, whole school approach, pupil voice, outcomes and exemplar materials, that enables each subject leader to "view the entire curriculum – so that an overarching view of a pupil's knowledge is maintained" (M. Myatt 2018).

15. Conclusion

This document details the implementation of our curriculum, which through the core focus on the 5 ways to wellness and our faith we believe that all children within our school will develop a love of learning and achieve great success, alongside having many positive strategies to support their wellbeing.

Within our agreed approaches we support the strong belief of enquiry into practice from research or shared practice as class teachers and/or subject leaders. We know that through our robust monitoring and evaluations the elements of our curriculum that are working well in our school for our children and we do not risk these, however we do encourage staff to pilot variances or explore new areas for development in order to adapt our approaches if needed. There is a core understanding of this taking place within one classroom, then across a phase and finally across the whole school, this enables the staff leading these changes to address any issues that may arise or adapt any plans as the enquiry into practice involves more children of different ages and stages. All staff have this shared understanding of the need for flexibility and adaptability, using any mistakes as a learning point, exactly as we encourage our children to do.

Our curriculum enables the children in our school to stand out as strong individual learners, who have high expectations of themselves and the world around them in order to support them in achieving their dreams and aspirations.

Appendix 1

Whole School Approach to Knowledge Retrieval

What Retrieval Practice Is

Retrieval practice is a strategy in which bringing information to mind enhances and boosts learning. Deliberately recalling information forces, us to pull our knowledge "out" and examine what we know.

Retrieval practice is recalling facts, concepts or events from memory. It is a more effective learning strategy than a review by re-reading. Flashcards are a simple example. Retrieval strengthens the memory and interrupts forgetting. A single, simple quiz after reading a text or listening to a teacher produces better learning and remembering than re-reading the text or reviewing notes. While the brain is not a muscle that gets stronger with exercise, the neural pathways that make up a body of learning do get stronger, when the memory is retrieved and the learning is practised.

What Working Memory Is

Working memory is one of the brain's executive functions. It is the ability to hold on to new information so we can turn around and use it in some way. Working memory allows us to hold information without losing track of what we are doing.

How Working Memory Works

Working memory is like a temporary sticky note in our brain. It holds new information in place so the brain can work with it briefly and perhaps connect it with other information. (Attention plays a big role in this process.) For instance, the brain might put events into sequence or sort different types of objects into categories.

Working memory is not just for short-term use. It also helps the brain organize new information for long-term storage. Research has shown using graphic organisers in lessons – this is where children will make notes or pictures throughout an activity – increases academic achievement for all.

Activities to Enhance Working Memory

- Visual and verbal - encourage children to create a picture in their mind and drawer or describe the image. Alternatively, encourage them to repeat directions given and explain the meaning of these directions.
- Exit cards – exit cards are responses written to questions teachers pose at the end of a lesson. These are quick, informal assessments.
- Repetition – the more children are exposed to the information the more they will remember and will be able to retrieve.
- Quizzes/crosswords - these can be teacher led or peer-to-peer. Direct feedback is given to ensure children are not left with any misconceptions.
- Graphic organisers. Children would complete during the teacher-led part of the lesson to help them organise information that is delivered during the lesson. This helps to enhance memory of the information.
- Think it, say it, teach it! Have children teach you or their partner. Being able to explain how to do something involves making sense of information and mentally filing it. Pairing children to explain something they have just learnt. This lets them start working with the new information right away.
- Games that use visual memory. Many matching games that can help children work on visual memory for example the game Concentration (pairs). Flashcards are also key to enhancing children's memory.
- Play cards. Simple card games like Pontoon, Uno, or Go Fish, can improve working memory in two ways. Children have to keep the rules of the game in mind. They also have to remember what cards they have and which one's other people have played.
- Encourage active reading. (Daily and Guided Reading) Jotting down notes and underlining or highlighting text or key words can help children keep the information in mind long enough to answer questions about it. They can go back and read what they have highlighted. Talking aloud and asking questions about the reading material can also help with working memory. To consolidate information to long-term memory, children can use their graphic organisers. Active reading strategies like these can help with forming long-term memories.

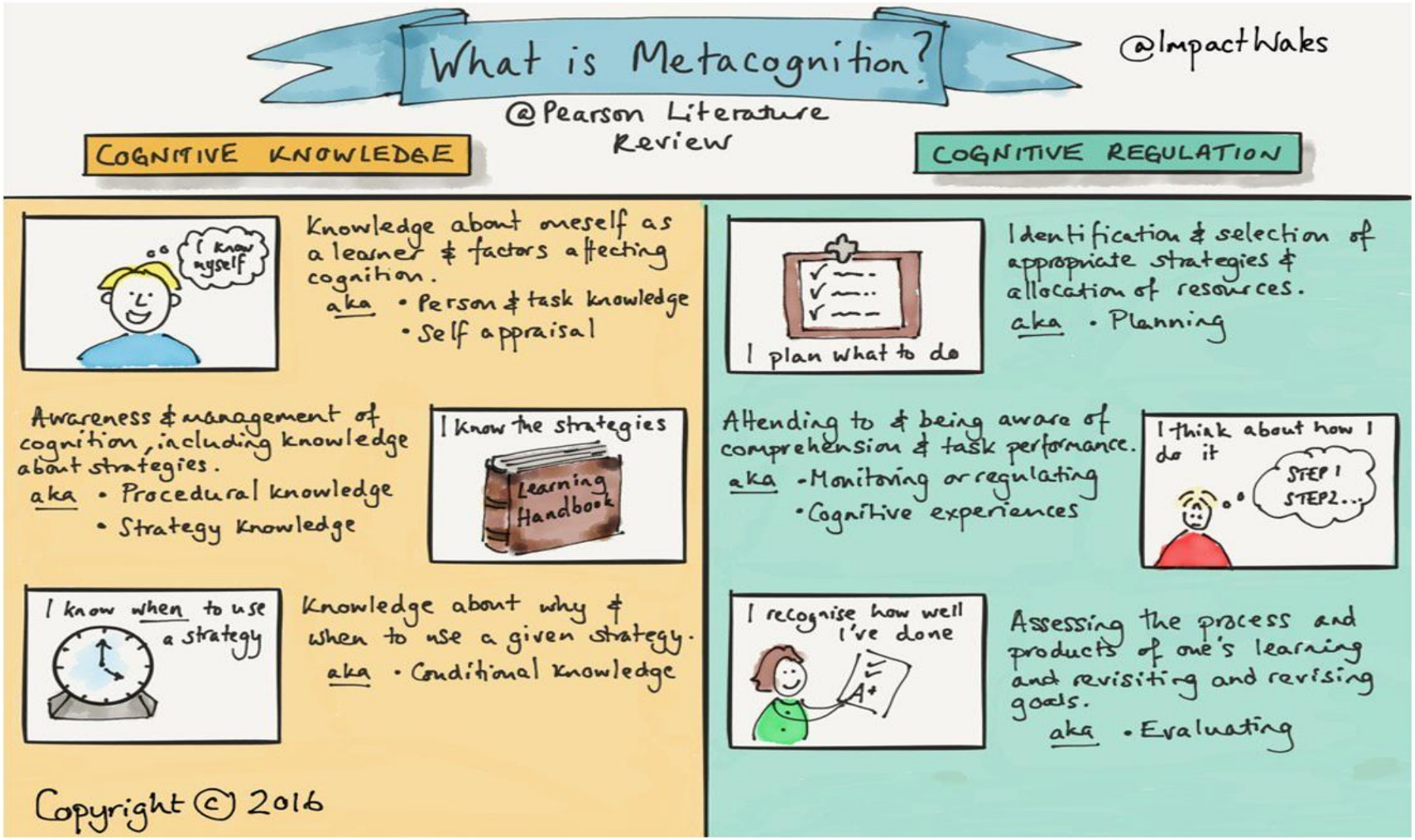
- Chunk information into smaller bites. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. The use of graphic organizers to help break writing assignments into smaller pieces.
- Make it multisensory - using multiple senses to process information can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them aloud so your children can hear them. Visual images e.g. word substitution, the substitute word system can be used for information that is hard to visualize. With this system, the vocabulary word the child is trying to remember becomes the cue for the visual image that then cues the definition of the words. Using multisensory strategies can help children keep information in mind long enough to use it.
- Making connections. Help children form associations that connect different details and make them more memorable. One way to grab a child's interest is with fun mnemonics. Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old information.

Expectations

When used constructively, research has demonstrated that retrieval practice improves pupils' memory and recall. In turn, it can also improve children's application skills and their ability to transfer their knowledge to new concepts and new situations. Therefore, children must be exposed to 'remembering' activities. Children need to retrieve prior learning from previous weeks, months or years.

- Daily lesson starter incorporating previous year learning, previous month, week, day. E.g., maths.
- 'Short and sweet' quick questioning as they leave for break, end of the school day, or changing for P.E.
- Weekly quizzes.

Appendix 2


What is Metacognition?
@Pearson Literature Review
@ImpactWaks
COGNITIVE KNOWLEDGE
COGNITIVE REGULATION
I know myself
Knowledge about oneself as a learner & factors affecting cognition.
aka • Person & task knowledge
• Self appraisal
I plan what to do
Identification & selection of appropriate strategies & allocation of resources.
aka • Planning
Awareness & management of cognition, including knowledge about strategies.
aka • Procedural knowledge
• Strategy knowledge
I know the strategies
Learning Handbook
Attending to & being aware of comprehension & task performance.
aka • Monitoring or regulating
• Cognitive experiences
I think about how I do it
STEP 1
STEP 2...
I know when to use a strategy
Knowledge about why & when to use a given strategy.
aka • Conditional knowledge
I recognise how well I've done
A+
Assessing the process and products of one's learning and revisiting and revising goals.
aka • Evaluating
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23 Metacognition Questions & statements

Inspired by Lisa Chesser

@Impact Wales

1. What do you think about what was said?
2. How would you agree or disagree with this?
3. Can you describe a similar answer?
4. What can you add to this solution?
5. Convince us yours is the best solution.

1. How did you determine this to be true?
2. Why didn't you consider an alternative solution?
3. Why does that answer make sense to you?
4. What if I said you're wrong?
5. Is there a way to show exactly what you mean?

1. Why do you think this works?
2. How would you prove your answer is right?
3. What assumptions have you made?
4. What steps did you take to solve this?
5. How might you argue against this solution?

1. How might you show the differences & similarities?
2. What patterns have you noticed?
3. How many possibilities are there? Why?
4. What would the results of your answer be?

1. When have you met a similar problem? 2. What other problems fit this style?
3. What steps have you taken in the past to solve similar problems?
4. Which examples would match this type of question?

Get your pupils thinking about how they think and learn by using these metacognition questions. Contact us at enquiries@impact.wales for bespoke support that has a real impact!

Appendix 3

CURRICULUM EVALUATION

The Seven 'C' Columns for Curriculum Evaluation

What do we understand curriculum evaluation to be?

We understand curriculum evaluation to be the processes involved in considering the extent to which planned learning experiences and opportunities expressed in our formal school's curriculum impact on outcomes for our pupils. We adhere to national standards and expectations in making formal judgements about the effectiveness of our schools' curriculum.

What lenses do we use to establish the effectiveness of our schools' curriculum?

Each school will establish their own approach to curriculum evaluation. We recommend the following lenses to help them to focus their activity:

COHERENCE – The extent to which learning experiences and opportunity are sequenced so that pupils encounter breath and balance of learning experience that addresses their social, emotional, physical, cognitive and spiritual needs within a framework that actively promotes a sense of wellness.

CONCEPTS – The intellectual architecture of curriculum design and the extent to which there is clarity in key concepts and how these are developed over time so that learners revisit key ideas and progressively build upon these.

CHALLENGE – The extent to which the curriculum provides challenge for learners of all abilities so that they remain engaged in the learning process, set high expectations for themselves and realise their aspirations and potential.

CULTURE – The extent to which the curriculum reflects the local context as well as broadens learner's cultural perspective, challenges discrimination and bias and widens learner's perspective so that they acquire the background knowledge to build future knowledge.

CONVIVIAL – The extent to which the curriculum attends to the needs and interests of learners so that they enjoy learning and become self-directed in their approach to manage the next phase of their development.

COMMUNICATION – The extent to which the curriculum develops the capacity of learners to communicate in a variety of forms, for a wide range of audiences, so that they can express their views and ideas and realise their ambitions.

AUTONOMOUS – The extent to which the curriculum provides space for learners to explore, create, pursue their own interests, generate their own ideas and agents of their own learning journey.

How might we evaluate the Curriculum - What questions might schools ask to evaluate their curriculum provision?

THE LENS	KEY QUESTIONS TO ASK OVER TIME	POSSIBLE SOURCES OF EVIDENCE
COHERENCE	• Is the curriculum broad and balanced so that all subject areas are given due priority? • How does the curriculum progress across the phases of the school? • What barriers is the curriculum addressing on entry to the school? • What strengths is the curriculum building on entry to the school? • How does the curriculum reflect the cultural context? • How does the curriculum reflect the aspirations of parents, the Church and the children?	▪ Curriculum Intent documents ▪ Curriculum mapping ▪ Timetables ▪ Schemes of work ▪ Teachers' planning ▪ EYFS on entry qualitative and quantitate data ▪ School SEF ▪ Subject Policies ▪ Implementation Guidance documents
CONCEPTS	• How are knowledge and skills given appropriate attention so that they are integral to facilitate learning? • Where are there real connections across the curriculum so that learning is meaningful for pupils? • Where are the conceptual connections within and across subjects? • How is repetition and revisiting of key concepts managed so that it does not become onerous and irrelevant? • How are learners existing prior knowledge and conceptual understanding accessed? • Where are key-concepts revisits across the school and what is the impact of this on outcomes for learners?	▪ Curriculum Maps ▪ Assessment frames/outcomes ▪ Subject Leaders files ▪ Contextual formative assessment ▪ Summative assessment ▪ Observation of practice ▪ Pupils work ▪ Pupils presentations ▪ Reports to parents ▪ Discussion with pupils ▪ Exploratory talk
THE LENS	**KEY QUESTIONS TO ASK OVER TIME**	**POSSIBLE SOURCES OF EVIDENCE**
CHALLENGE	▪ How demanding is the work? ▪ How is learner's resilience for challenge developed? ▪ How is challenge managed and made accessible to learners through effective scaffolding? ▪ Where is the challenge across different domains of learning? ▪ How are staff supported to meet the changing needs of learners so that challenge is always present? ▪ How does challenge translate to expected standards nationally? ▪ What does formative assessment of low stakes testing say about the challenge present within the curriculum?	▪ Lesson Observation ▪ Outcomes data ▪ Discussion with pupils ▪ Exclusion rates ▪ Behaviour log ▪ SEND provision monitoring ▪ Inclusion reviews ▪ Pupil Premium mapping ▪ Barrier maps ▪ Adult and child questioning

CULTURE 	▪ How effectively does the curriculum embrace the cultural traditions of learners? ▪ How are learners introduced to cultures beyond their own experience so that their awareness of diversity is enhanced? ▪ How do adult pupil relations support learning and inclusion within the curriculum? ▪ How do Continuous Professional Learning opportunities broaden staff perspectives? ▪ What does the behaviour of learners say about their understanding of diversity and capacity to embrace sameness and difference? ▪ What opportunities are in place to compensate for inequality of opportunity for cultural awareness for some pupils? ▪ What provision is in place to address opportunity linked to cultural capital so that the knowledge of learners is widened for those pupils who need it? ▪ What is the impact of provision for families that have a limited capacity to support in the home? ▪ How is the attendance of some pupils supported where the value for education may not be supported in the home environment? ▪ Where are the conditions of excellence provided? ▪ How is the wider community engaged in the curriculum? ▪ What does lesson observation say about the culture of collaboration in relation to learning?	▪ Curriculum links mapping ▪ Racist incidence ▪ Inclusion monitoring ▪ Attendance at extra-curricular activities ▪ Connects with other schools and organisations within a global context ▪ Support for charities ▪ Monitoring of pupil aspirations ▪ Teacher aspiration and expectations of pupils ▪ Educational visit programme ▪ International schools' engagement ▪ MFL activity ▪ Assemblies programme ▪ Pupil discussions/Voice ▪ PSHE programme outcomes ▪ Behaviour log ▪ Parental engagement records ▪ Assessment linked to language and literacy development ▪ Outcomes for different groups ▪ Parent questionnaires ▪ Lesson observation ▪ Pupils views of the adults that work with them ▪ Playground monitoring ▪ Menu's for lunches and pupil acceptance of diversity of foods ▪ behaviour of pupils in dining room ▪ Quality of display ▪ Work scrutiny
CONVIVIAL 	▪ What do learners say about their enjoyment of school? ▪ How well do pupils behave in lessons and what is the incidents of low-level disruption? ▪ How engaged are pupils in lessons? ▪ What do attendance rate say about learner's engagement of school and how does this vary across groups with differing needs? ▪ What does the quality of learner's work say about their engagement with learning?	▪ Pupil Voice ▪ Lesson Observation ▪ Behaviour records ▪ Attendance ▪ Learning behaviours monitoring ▪ Wellbeing questionnaires ▪ Focused observations ▪ Work scrutiny

	▪ What do pupils say about the management and style in which their teacher facilitates their learning? ▪ What do learners say about revisiting of key concepts and skills and how effortful and fresh this is?	▪ Attendance monitoring ▪ Display ▪ Home learning engagement ▪ Learner reflections ▪ Staff evaluations of implementation
LENS	**KEY QUESTIONS TO ASK OVER TIME**	**POSSIBLE SOURCES OF EVIDENCE**
COMMUNICATION 	▪ What are learners' standards of spoken language on entry to the school and how effectively is the curriculum in building on this? ▪ How well is talk developed across all domains of learning? ▪ How effectively are pupils taught to record in different formats and across different disciplines? ▪ How is pupils' receptive language developed through broadening their conception of meaning for technical vocabulary across different disciplines? ▪ Can leaders articulate how language is development within their subject discipline? ▪ How effectively is IT used for communication across the curriculum? ▪ What does monitor of classroom conversations say about the development of conceptual understanding?	▪ Lesson observation ▪ Focused observation of pupil talk ▪ Teacher questioning and leaner response ▪ Moderation of standards in writing ▪ Recording across subjects ▪ Attainment in core areas ▪ Observation of group work/talk ▪ Learners presentations ▪ Use of exploratory language ▪ Use of technical vocabulary ▪ Formative assessment data across subjects ▪ National standards across core areas
CAPACIOUS 	▪ What is the role of error in supporting conceptual understanding and how do pupils manage mistakes and respond to feedback? ▪ How do leaders articulate how their subject contributes to the development of thinking and self-directed approaches? ▪ What do learn behaviours and metacognition say about pupils' capacity to demonstrate that they know how to learn? ▪ How are spaces outside the classroom used to support learning and develop suitable approaches to meet need? ▪ How much autonomy and accountability are leaners given to assess their progress and what is the impact of this? ▪ How are the views of learners used to refine the curriculum?	▪ Curriculum mapping ▪ Pupil Voice ▪ Pupils' approach to learning ▪ Learner presentations ▪ Wellbeing self- esteem a learner identifies monitoring ▪ Project evaluations ▪ Home learning ▪ Resilience programmes ▪ Evaluation of metacognition across subject disciplines