



St. Cecilia's Catholic Primary School

Curriculum INTENT, IMPLEMENTATION and IMPACT



INTENT

At St. Cecilia's Catholic Primary School, we use Jesus as our role model and everything we do centres around our Mission statement that: 'With Jesus as our guide and walking by our side, we learn to love and love to learn.'

We provide a safe, respectful and nurturing environment, where the uniqueness of every individual is celebrated.

Reading is at the heart of our school and central to the children's learning. We believe that a curriculum that is literacy and language rich is essential to open doors for our children's futures.

We offer a broad and balanced, enquiry-based curriculum with quality, meaningful and memorable experiences, to inspire a love of learning. Through challenging and stimulating lessons, we want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. We want our pupils to be equipped for their educational journey and beyond and aim to promote articulate citizens of the world.

We enable our pupils to acquire knowledge, skills and attitudes working both independently and collaboratively to become successful, confident and resilient learners so that they can thrive socially, morally, spiritually and culturally; preparing them for the opportunities, responsibilities and experiences for life.

At St. Cecilia's we are: skilled readers, confident writers, mathematicians, scientists, historians, geographers, musicians, artists, linguists, theologians, athletes, designers and technologists, computational thinkers and programmers.

IMPLEMENTATION

As a teaching team, we have developed a broad, knowledge based, engaging curriculum. Our curriculum aims to develop care and compassion in our pupils and we show care and compassion in its application.

Using the National Curriculum as a starting point, our curriculum has been carefully designed, taking inspiration from the work of Jonathan Lear. The learning sequence and assessment milestones for each year group have been carefully crafted by subject leads to ensure progression. The retention of knowledge is fundamental to all subjects. Our subject leads have ensured that where possible, links are made to previous learning and the enriched experiences we provide. We believe this develops both long-term memory and the ability to learn, built on year by year through carefully thought out units of work. Skills learned during English and Mathematics lessons are applied throughout other curriculum areas.

The year is split into 3 terms:

- Autumn = "Find out" = History



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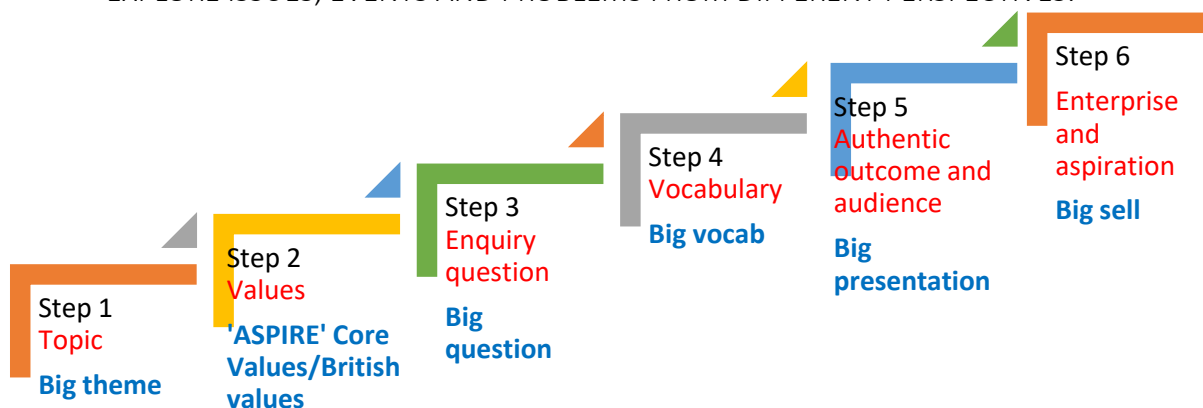


- Spring = “Explore” = Geography
- Summer = “Create” = Arts

The theme of the Autumn term, ‘Find Out’, has a History focus and the children embark up meaningful projects to answer a ‘BIG QUESTION’. Where possible, other subjects link to the project being studied otherwise, subjects such as core Science are taught discretely alongside the project.

Each project is carefully designed to ensure the children:

- PLAN & RESEARCH,
- ANALYSE & EVALUATE,
- SHOW EMPATHY,
- SHOW COMMITMENT TO JUSTICE AND
- EXPLORE ISSUES, EVENTS AND PROBLEMS FROM DIFFERENT PERSPECTIVES.



This concept-based learning is framed around an enquiry question which connects to the real world and children are guided to investigate authentic issues, problems and ideas. Projects are planned to ensure core, essential knowledge sticks, through a variety of creative, engaging activities. As pupils progress through the school, they will retain this knowledge through deep learning, our framework for retrieval practices and formative assessment and using and applying their knowledge and skills in other contexts.

The staff at St. Cecilia's endeavor to ensure that projects motivate and inspire our pupils. The learning experiences that they provide are enriched through educational visits, visitors, enterprise and extra-curricular activities. Year 4 and 6 have the opportunity to participate in a residential visit to further broaden their experiences.

This is a new system to the school and we intend to deliver a curriculum in a way which is appropriate to our children, our school and our city. We listen to the voices of our children and allow their areas of interest and natural curiosity to contribute to our curriculum planning and delivery.

Curriculum IMPACT

Subject leaders have mapped out assessment milestones for each year group in each subject area. We work backwards from these milestones when planning to ensure activities are meaningful and purposeful. Subject leads have also decided the key, 'crucial' knowledge



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that needs to be remembered in order for progress to be made. We call these 'building blocks'. This allows us to spend more time making sure the children know what they need to know, can make links and are able to recap on it through spaced repetition. The curriculum is assessed against end-of-year milestones using WTS (2), EXP (3) or GDS (4) criteria.

Formative, on-going assessments lead to action by the teacher to provide feedback or identify if the pupil needs to revisit, consolidate or move on (RCM). Staff use this information to inform their short-term planning and interventions – including the foundation subjects. This enables us to provide the best possible support for all our pupils, including the most able. Throughout each topic/project being studied, teachers have a bank of retrieval activities to check that pupils are retaining the intended crucial knowledge.

Within each unit being studied, pupils will be given pre and post assessment tasks. The pre-assessment tasks take place at the beginning of a new topic to assess pupils' prior knowledge: what they should already know and includes questions relating to the new topic to assess pupils' starting points. This informs teacher's future planning by knowing which pupils need consolidation and those who are ready to move on can do so. These tasks are explicit in children's books, data from these are not recorded elsewhere, but are for teacher's and subject leader's use.

Post assessment tasks takes place in the last week of the unit being studied. They are evaluative to assess if pupils have retained the crucial knowledge. These tasks are recorded in pupils' books and used by teachers and subject leaders.

Therefore, the children's book measure curriculum impact. Subject leaders are instrumental in monitoring the impact of our curriculum by conducting learning walks, book looks and pupil voice.

End of year learning reviews are summative teacher assessments, which are externally standardised or are outcomes of standardised tests.

Staff at St. Cecilia's set high expectations for all children and plan to ensure that there are no barriers to every child achieving and thriving.