



St. Basil's
Catholic Primary School
'We love, learn and succeed together'

Curriculum Policy

Reviewed: Spring 2024
Review Date: Spring 2027



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Mission, Vision & Values

Staff and Governors have worked together to develop our shared vision, mission and values. These are revisited regularly and shared with the children.

Our Mission *We love, learn and succeed following Jesus*

By following Jesus's example, we learn to 'Love, Learn and Succeed' in everything that we do as members of our school family and the wider community.

Enabling each of us to reach our full potential

Living out the Gospel values of compassion and justice

Building relationships founded on mutual trust, care and respect

Our Vision *Everyone striving for excellence together*

Our vision statement describes what we hope to achieve if we all, (children, parents, carers, staff and Governors) successfully live out our mission.

We believe that:

Everyone is important and valued– that is all the children and adults in our school family

Our Catholic faith and Gospel Values guide us in all that we do

Positive relationships bring about change and success

Learning takes place in a safe and nurturing environment

Learning experiences should be memorable

Aspirations are powerful– together we can achieve amazing things!

Our core values underpin everything that we do and help us to bring our school vision to life each day.

Compassion

Compassion is love in action, it is mercy and forgiveness, it means everyone is valued and included

Service

To serve others is to help meet their needs before your own

Justice

Justice ensures fairness and equality with solidarity and subsidiarity for all. It brings restoration and healing within relationships

Peace

True peace requires taking what is broken and restoring it to wholeness whether it is our lives, our relationships or in our world

Courage

Courage is facing our feelings and finding the strength to say, "Yes, I can". It requires faith and resilience

Curriculum Intent

As a Catholic School, our curriculum is founded upon Gospel values and Catholic Social Teaching, it is rooted in Church traditions and educational principles.

*“We consider education to be one of the most effective ways of making our world and history more human. Education is above all a matter of love and responsibility handed down from one generation to another”
(Pope Francis May 2020)*

In following the National Curriculum, we have carefully designed our provision to ensure that our children receive a curriculum that fulfils our school Vision, Mission Statement and Values. We provide a knowledge rich curriculum through which children develop the skills, knowledge and values to become lifelong learners.

Our approaches to teaching and learning, as outlined in this policy, is rooted in evidence and research which is proven to have a strong impact on pupil progress.

Aims

Through our curriculum we aim to:

- Ensure that all children understand that we are different but made equally in the image and likeness of God: that we respect our differences and include everyone.
- Give all children the understanding of, and opportunities to build a compassionate, just and peaceful world.
- Nurture within all children the values, skills and understanding of how to build, maintain and repair healthy relationships.
- Provide all children with the understanding and opportunities to safeguard and protect our common home (the environment) both locally and globally.
- Foster in all children a sense of pride and recognition of their achievements so that they grow up to be happy, resilient, responsible, confident and independent.
- Ensure that all children, no matter what their starting points, enjoy a broad and balanced curriculum.
- Inspire within all children an appreciation of the creative arts through music, art, dance and drama and the opportunities they offer both now and throughout their lives.
- Promote lifestyle choices which will enable all children to grow up with both good physical and mental health, positive self-image and the knowledge of how to stay safe.
- Develop in all children effective language and communication skills and enjoyment of reading.

Implementation

Curriculum Organisation

School has carefully selected the most important learning in each subject for every year group. This 'Key Learning' identifies what we believe are the most important disciplinary and substantive knowledge, skills and vocabulary for **all** of our children to know and remember at each stage of their learning journey. Key Learning builds systematically upon prior knowledge and future learning is identified. Opportunities to recall and revisit Key Learning are taken frequently. Key Learning is under constant review based on the needs of our children and our subject evaluations. Key Learning for each subject is available on the school's website (under 'Curriculum').

Where possible, our curriculum is planned to facilitate links between learning (e.g. high quality and challenging texts to enhance learning of key concepts, vocabulary, etc.). This does not replace the teaching of intended learning within subject specific lessons.

Pre learning supports teacher assessment when planning for teaching and learning. Lessons are planned to provide high quality learning opportunities, focussing upon small steps towards achieving Key Learning and developed through imaginative, structured experiences. We know that a wide range of linked learning will create opportunities for our children to demonstrate and celebrate their strengths, provide challenge and opportunities to apply knowledge.

Teachers plan in collaboration within year groups and often with support from Subject Leaders. This ensures all pupils receive the planned breadth of the school's curriculum. However, individual lessons may vary across classes in the same year group based on the needs of the class.

Other than in rare, individual and exceptional circumstances, all pupils will access the learning activities in their class. Teachers will plan to support pupils where needed to ensure this. This may be by working with the pupil briefly before or after a specific lesson to clarify future/past learning or by access to additional resources during the lesson. Where additional adult support is required during a lesson, it is expected that this will be to facilitate pupils to complete tasks with a degree of independence.

High quality and challenging texts are used as a focus for English teaching for **all** pupils. There is a clear rationale as to why each text is chosen (texts are shared with parents via half termly curriculum overviews and on the school's website). This enables pupils to be familiar with the context of their reading, enabling deeper study and development of vocabulary. Children are given the opportunity to demonstrate their embedded reading and writing skills whilst reading and writing around other curriculum subjects not just in English lessons.

The following subjects are taught all year round, with links to the overarching theme **if** this enhances learning:

Religious Education

English (including reading, writing, spelling, grammar and punctuation)

Maths

Science

Personal Development

Physical Education#

Music

Computing

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Modern Foreign Languages (French)

The following subjects are taught in units as follows:

Art and Design Technology: alternating blocks of 6 weeks

History and Geography: alternating blocks of 6 weeks

Curriculum Enrichment across all subjects and including personal development is mapped annually across the school providing children with additional and valuable learning experiences. This is available on the school's website.

Philosophy for Children offers a way to open up children's learning through enquiry and the exploration of ideas. We teach P4C so that children learn that:

- their ideas have value.
- the ideas/opinions of other children have value and are to be respected.
- they understand that they don't always have to be right.
- they can change their ideas/opinion through the course of discussion.
- that we don't always have to agree but we still respect others' ideas.
- gain the confidence to ask questions and learn through discussion.

P4C approach is used to enrich all areas of the curriculum, enabling children to become better learners and citizens.

We place a high priority upon experiences that enrich learning. These may include educational visits, visitors who share their expertise and experiences, outdoor learning and class novels.

Where and when appropriate, learning is supported and enhanced through the use of specialist teachers. This may include art, music, French and PE.

Relationships

Embedded throughout St Basil's mission, vision and values statement, is our strong belief in the power of positive relationships, all staff nurture these in everything that they do. They teach and exemplify for learners our school rules of *'Be Safe, Be Proud, Be Respectful'*.

Across school we teach Restorative Approaches and Practices so that children can learn how to build, maintain and repair relationships positively. Restorative approaches are value-based and needs-led. They are part of the broader ethos that promotes strong, mutually respectful relationships within a cohesive community and are the foundations upon which good teaching and learning can flourish. We believe that developing positive relationships between teachers and pupils has a significant and long-lasting impact.

At St Basil's, we believe it is also extremely important to continually develop good relationships with parents and carers as this enables all pupils to achieve their full potential and celebrate their successes. By working in collaboration, teachers and parents communicate regularly about pupil progress, curriculum planning and how best to support individual pupils in order to provide the best educational experiences for all children. The school's website, x (Twitter) and monthly Curriculum Newsletters are key sources of information about the school curriculum for parents and carers. Parents are encouraged to attend curriculum workshops throughout the year and support their child in continuing their learning.

Effective learner behaviours

Teaching within the school encourages and promotes pupils to have high levels of engagement, motivation, resilience, confidence and independence in order for them to make rapid and sustained progress. Teachers develop learning behaviours by modelling effective thoughts and decision-making, creating a culture of resilience and perseverance and provide opportunities for pupils to ask questions and discuss their ideas. Teachers ensure pupils make links to prior learning and experiences and allow learners to fail and provide opportunities to explore errors and promote rational reasoning. Teachers plan a variety of opportunities for pupils to collaborate with peers to solve problems, share strategies and build on each other's ideas.

Throughout all learning is the promotion of our core values:

- **Compassion**
- **Service**
- **Justice**
- **Peace**
- **Courage**

These ensure that each pupil will develop:

- A sense of self as a learner (resilience, independence, aspiration, self-belief)
- Ideas and strategies about learning through metacognition
- The awareness to know when they have succeeded and take pride in their learning

- Motivation to want to learn more and a love of learning
- Confidence to explain what they have learned and the ability to teach it to someone else
- Application of transferable learning skills
- A deep knowledge and understanding of different subjects

Teaching Pedagogy

Across school there is a consistent approach to teaching and learning in the delivery of all lessons.

Explicit Instruction FOR ALL with flexible timing
<p>Teaching has a clear focus upon explanations, modelling and scaffolding learning. This is a process of gradual release from the teacher to the child securing independent recall and application.</p> <p>MODELLING 'I DO' Teacher closely models the task (I DO), the children will be expected to complete independently in the YOU DO part of the lesson. Children are required to observe the teacher demonstrating how they will complete the task. Teachers will articulate their thought process – and may make planned errors to address common misconceptions if appropriate- whilst completing the task. TAs support the modelling.</p> <p>GUIDED PRACTICE 'WE DO' Children now repeat the activity demonstrated (WE DO). Task will be completed by the teacher and the children together. The teacher will periodically check for understanding, E.g., observing the children completing the task etc. Teacher/TAs must assess whether all children will be able to complete the task independently in YOU DO and identify those who will need additional support. Teaching Assistants assist teachers with whole class teaching. No pupil can be withdrawn from lesson during I do, or We do.</p> <p>INDEPENDENT PRACTICE 'YOU DO' Pupils independently complete the task, (YOU DO). As pupils move through a unit of work, the amount of time allocated to I DO. we do, is likely to decrease and you do will increase but all parts of the lesson will still be required.</p>
<i>We plan, we do, we review</i> Cognitive and Metacognitive Strategies
<p>Provide opportunities for pupils to plan, monitor, and evaluate their own learning supported by regular dialogue with class teachers through 'One Page Profiles' or SEND Support Plans. These are recorded on a common format and adaptations made for pupils to address priority/ies.</p>
Adaptative Teaching
<p>Adaptations are made so that all pupils can access the same activity (see Learning Plans). On rare occasions (and predominantly pupils with an EHCP) a separate task may be provided. These will be planned for in advance.</p>

During the Teacher/Pupil review session and daily diagnostic assessment, adaptations are made which meet the 'ambition for all'.

Required adaptations will also be identified through pupil teacher reviews. Adaptations are not likely to be needed in most lessons for the vast majority of pupils.

In Lesson Keep Up Flexible Groupings

Children identified through 'we do' as not being able to yet access the YOU DO task independently will join a 'flexible group' where additional support is provided by an adult. With appropriate pre planned adaptations, it is expected that this will not be required in every lesson.

Using Technology

Technology can be used by a teacher to model worked examples; it can be used by a pupil to help them to learn, to practice, and to record their learning.

Daily Diagnostic Assessment

A range of assessment activities that assess children's automaticity with key learning e.g. hinge questions, quizzes, child-led displays at pre planned parts of the YOU DO.

Daily Modification to Planning

Changes to planning for the next lesson based on daily diagnostic assessment

Curriculum Evaluation and Impact

In each subject we have identified key learning for every year group. Consequently, we can evaluate how effectively our children are learning.

Subject Leadership

Effective subject leadership, across the school is crucial to our evaluation of curriculum impact and development so that we are able to ensure high standards across all subjects.

This requires leaders who:

- demonstrate passion and enthusiasm for their subject
- are able to accurately evaluate their subject, informed by secure specialist subject knowledge and pedagogical approaches
- use assessment effectively to determine progress and learning within their subject
- are able to make links between effective curriculum design and assessment
- can successfully undertake a range of activities, including learning walks, pupil/staff voice, and book monitoring to gather information about learning and teaching
- lead and support colleagues in the development and implementation of their curriculum subject including identifying and leading appropriate CPD
- identify subjects/Year Groups/Pupil Groups where additional support is needed

Class Learner Forums

Class Learner Forums build learner voice and secure improved learning outcomes on an ongoing basis. They support both class teachers and subject leaders in their evaluation of learning.

Discussion is focused upon:

- review and self-evaluation by learners identifying success and areas for development
- recognition and understanding of which strategies and approaches have helped learners to secure knowledge, skills and understanding
- Identification and ownership how learning could be improved

Assessment

We undertake regular summative assessments in Reading, Writing and Maths support teachers in their assessment of progress.

Statutory Assessment is a key indicator of the long-term effectiveness of our whole curriculum.

Formative assessment underpins all of our teaching and learning. The best indicator of progress and standards is in pupils' work and in their responses to learning in lessons. Formative assessment is underpinned by the above pedagogy and informed by Key Learning in each subject. These are available at on the school's website.

Moderation

Moderation takes place throughout the year as part of an ongoing process. A selection of pupils' work is shared and process evaluated against key learning, This is part of ongoing professional dialogue across teachers.

In addition, the school moderates with other schools at least half termly

Standardised assessments in Reading, GPS (Grammar, Punctuation and Spelling) and maths take place throughout the year (Y1, Y3-5). In Y2 and Y6 standardised assessments against end of key stage expectations take place.

These are used to moderate on a cohort basis and to identify any pupils with significant differences between KEY LEARNING and NFER assessment information. Teacher Assessment remains the most important assessment method.

School Self Evaluation (SES)

The school's self-evaluation (SES) is informed by the monitoring and evaluation undertaken by leaders at all levels, Governors and when appropriate external consultants, for example SL and consultant 'Deep Dives'. Using this information effectively secures rigorous and challenging self-evaluation leading to the identification of accurate key priorities, subject leader action plans and performance management objectives which drive school improvement on an annual basis within the school's Strategic Impact Plan (SIP). The Governing Board has a timetable of monitoring activities which focus upon both the priorities identified within the SIP and hold regular meetings with subject leaders to keep abreast of developments.

School Self Evaluation Cycle

