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| Living out the Gospel values | Trust and school values are at the heart of the curriculum with opportunities for all members of the school community to live them out.  CST is woven through the curriculum and everyone understand their importance. Our distinct ethos is evident through the design of our curriculum. |
| Develop long term memory of knowledge | Key knowledge is identified on the subject plans and knowledge organisers/learning journeys.  Teaching is designed to help pupils to remember the content in the long-term they have been taught and to integrate new knowledge into larger ideas.  The curriculum is designed so that pupils meet key concepts frequently in a well-structured approach.  There is a successful transfer between working memory and long-term memory. This is done through strategies such as:   * Making explicit connections * Retrieval practice * Low stakes testing (quizzes) * High challenge low stakes * Spacing * Interleaving * Cognitive load considerations |
| Reading as an essential skill | Reading is at the heart of our curriculum since it is a gateway skill that enables us to access knowledge independently.  Reading development including fluency and understanding is prioritised through:   * Phonics * Reading regularly * Exposure to a broad range of rich, diverse, high-quality texts * Promotion of reading for pleasure.   There is a reading spine which shows the wide range of texts that children will know by the time they leave our schools.  Every curriculum area has a range of high-quality link texts to enhance the pupils’ knowledge, understanding and retention. |
| Enrichment | There will be well-chosen opportunities to learn through visits, visitors and learning outside of the classroom.  Alongside our core provision there will be opportunities for learners to access a wide range of extra-curricular activities. |
| Continuous evaluation and improvement | Senior leaders have enabled subject leads to have a robust and systematic approach to reviewing the subject they lead.  There are planned opportunities for leaders to share their findings and provide PD to increase skills, knowledge and current understanding. |

# **St. Mary’s Curriculum Principles Exemplified**

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| Broad, balanced, coherent curriculum | Sufficient time is given to each area of the curriculum, not just our core subjects. There is 10% RE teaching time. Our curriculum will cover the National curriculum expectations for each Key Stage. There are well thought out links, where appropriate, between subjects to ensure essential prior knowledge is in place to allow links to be made by learners. Pupils will learn both the disciplinary and substantive knowledge of subjects. |
| Clear end points and high-quality outcomes | Through a well-planned curriculum key milestones are identified. Pupils will be given opportunities to review their learning against clear criteria to ensure that they produce their best work. Through opportunities to share their learning, pupils have a clear purpose for learning and motivation to routinely produce high quality outcomes. Pupils take pride in their learning. |
| Quality first teach approach /  Ordinarily Available Provision for All Learners (OPAL) | Teaching ensures that all pupils can achieve as a result of well-planned and structured learning opportunities: Universal, Targeted and Specialist.  QFT:   * Highly focused lesson design with sharp learning objectives * High demands of pupil involvement and engagement with their learning * High levels of interaction for all pupils * Appropriate use of questioning, modelling and explaining on the part of the teacher * An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups * An expectation that pupils will accept responsibility for their own learning and work independently * Regular use of encouragement and authentic praise to engage and motivate pupils |
| Nurturing – promoting good mental health and well-being | Provide pupils with social and emotional skills to be successful in school both academically and socially as well as developing their resilience and strategies for managing their own difficulties in their lives.  St. Mary’s is a ‘Trauma Informed School’ and we invest strongly in a relational approach to learning and support. We have a Trauma Informed School’s Lead Practitioner’ and all staff have completed basic training. We follow Dan Hughes’ approach of PACE – being playful, accepting, curious and empathetic. When children are struggling with big feelings – we offer them support in this way while reminding them of our Big Three rules or ‘Ready, Respectful and Safe’.  There is a commitment to replace any early experiences missing for our pupils by developing positive pupil relationships with both teachers and peers in a supportive environment. This is done through strategies such as:   * Forest school * Thrive approach * Mental Health Ambassadors * Trauma Informed Schools. * Mindfulness * Healthy minds / mental health projects * Positive behaviour principles   Learning is tailored towards the needs of the individual. |

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| Oracy and vocabulary development | There is an ambitious vision for oracy, school leaders and teachers set high expectations in the classroom with a particular focus on the disadvantaged. The curriculum is designed to enable pupils to successfully articulate ideas, develop understanding and engage with others through spoken language.  Curriculum plans prioritise vocabulary and classrooms are language-rich where pupils have ample opportunities to hear and use new vocabulary in context.  Talk in the classroom has been planned, designed, modelled, scaffolded and structured to enable pupils to learn the skills needed to talk effectively. There is an expectation that every pupil will talk in every lesson. |
| Research based pedagogical approaches | Rosenshein’s Principles of instruction:  Metacognition: we carefully attend to our pupils’ learning: ensuring we develop  their knowledge of themselves as learners, of strategies, and of tasks |
| Meaningful assessment | Assessment is used to understand starting points, check understanding and inform future teaching.  The purpose of our assessment systems is to know what pupils can do and remember in each subject at the end of each year.  Leaders check that pupils know and remember the relevant knowledge in their subject.  There are clear end points for each unit, year group and phase (EYFS, KS1 & KS2) for each subject. |
| Well delivered | Our people are well qualified, up-to-date, skilled and passionate:   * Induction * Regular PD * Access to learning sets * Moderation opportunities |

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| Opportunity | Rationale |
| Lead a prayer | To be fully involved in school life |
| Represent the school at an interschool event | Develop a sense of pride and belonging |
| Visit a museum | Develop a sense of the breadth of history - |
| Hold an artefact | To be inspired |
| Visit an art gallery | To be inspired by a piece of art or an artist after a first-hand experience |
| Visit a library | To experience the value of reading, develop a love of reading and learning |
| Visit a place of worship for another faith or other faiths to visit and have immersive days. | Reflect on the multicultural world we are part of and develop a respect for those of other faiths |
| Present outside of the classroom | Have a purpose for learning and practise the essential skills of presenting |
| Take part in a residential experience | To gain a sense of independence in a safe space |
| Visit Dartmoor National Park | To gain a sense of connection, history and understanding of the importance of this huge and beautiful landmark. |
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| **The chance to apply to be part of:** | |
| **Chaplaincy team** |  |
| **School council** |  |
| **Sport leader** |  |
| **Eco team** |  |
| **Public speaking** |  |
| **Mini Vinnies** |  |
| **Buddies** |  |
| **Play Leader** |  |
| **Our School Choir and/or Chorister Programme** |  |

**Curriculum Essentials**