



## Our Curriculum Statement

*'Following in Jesus' footsteps, we pray, play and learn together'*

### Intent

Our mission statement, together with our school values of Respect, Responsibility and Resilience, are very much at the heart of our curriculum as they underpin our ethos and the 'Holy Family way', a culture that is evident to pupils, staff and any visitors who come through our doors. We recognise children's prior learning and aim to build on this so that they make the best possible progress. We aim to provide a curriculum that equips pupils for the future at all levels so that they can go out into the world as curious, kind individuals, rich in knowledge and skills that give them the firm foundations for not only their next stage in education, but for life and future employment.

Learning is a change to long-term memory. The ability to learn is underpinned in all curriculum subject areas by the teaching of knowledge, skills, concepts and vocabulary. There are clear, identified end points in each phase of learning which build upon what has been taught before and gives pupils the required knowledge and skills for their next stage of learning. However, our curriculum is not solely focused on academic subjects and achievement as we provide pupils with rich learning experiences, educational visits, visitors, residential and a wide range of extra-curricular activities. We want children to enjoy school, to have fun and to talk about their primary school years as being full of great memories. We believe that childhood should be a happy, investigative and enquiring time, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

### Implementation

**Subject Leadership:** The role of subject leaders is pivotal in the successful implementation of our curriculum. We aim for all subject leaders to have the knowledge, expertise and practical skill to be able to lead their areas effectively. Each curriculum subject has a dedicated subject leader with clear roles and responsibilities. They are responsible for the curriculum design, delivery and impact in their own curriculum area. Subject leaders and leaders at all levels, including Governors, regularly review and quality assure the subject areas to ensure that it is being implemented well and coverage, breadth and balance is adequate.

Our curriculum planning covers all the National Curriculum (2014) requirements for Science, History, Geography, Art, Music, DT, PE and Computing. As a Catholic School we follow the Archdiocese planning 'Come and See' and 'Journey in Love' for RSE. PSHE is taught using the PSHE Association scheme of work and No Outsiders resources. Core elements of English and Mathematics are taught discreetly using the Jane Considine 'Write Stuff' approach and White Rose Maths resources and meaningful links are made across the curriculum.

The curriculum at Holy Family is carefully mapped out by Subject Leaders to ensure that pupils acquire knowledge, vocabulary and skills in a well-thought out and progressive manner in every curriculum subject ensuring sufficient coverage across each subject over time. New learning is based upon what has been taught before and prepares pupils for what they will learn next. There are clear end points which pupils work towards on their learning journey. We know that if our pupils are learning our curriculum, they are making progress and are being prepared for the next stage of their educational journey.

For some of our subjects, we use published schemes of work as well as a variety of planning resources as we believe that following one programme/scheme does not provide the bespoke teaching and learning experience that we want for our pupils. In some subjects, we have developed and written our own curriculum, using the expertise of subject specialists. Further to the National Curriculum subjects, Nursery to Year 1 pupils have Forest School sessions each week and the whole school follows our Inspire/Aspire curriculum plan to further support children in understanding the importance of cultural diversity and equality within the world they live.

Both Core and Foundation lessons are designed to provide our pupils with the scaffolding required to access the learning at all levels. We recognise that not all learning needs to be captured in the written form and or by every child. Whole class books, video or sound recordings, photographs or conversations/observations are often just as valuable in demonstrating understanding.

We want our children to be excellent communicators. Reading and writing are given the highest priority across the whole curriculum. Children are exposed to a wide range of literature from Nursery to Year 6, which promotes a love of reading and creates confident, able readers. Rich literature also provides high quality exemplars for children's written work. Through the development of excellent vocabulary, children's oracy and writing skills are enhanced, enabling children to express their thoughts and feelings with clarity.

At Holy Family we place great emphasis on helping children remember knowledge content through revisiting and building on previous learning. Our wider curriculum has planned opportunities for retrieval practice of this sticky knowledge, which are woven through most of our subject areas. In each subject, pupils will learn new knowledge and develop their skills with activities, tasks and experiences. Through this 'forwards-and-backwards engineering' of the curriculum and 'drip feeding' of core knowledge, all pupils return to the same concepts over and over and gradually build understanding. Knowledge and skills will then be embedded and secured so that children are ready for their next phase of learning.

### Impact

Pupils will be able to recall knowledge and skills independently weeks or months after a theme or topic has been taught. Checking that pupils are learning will enable pupils and teachers to see if their fluency and mastery is incrementally improving and therefore impact has been achieved.

Monitoring and Evaluation: A curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. The information from the monitoring and evaluation then forms the basis of the impact assessment for that curriculum area. Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Work and book looks, pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders assess the impact of the curriculum.

Assessment is not excessive or onerous as it is part of the day-to-day practices of the classroom. Formal assessments in Maths and English are completed termly and end of unit assessments in foundation subjects may be used where age and stage appropriate. Teachers ensure that pupils embed key concepts in their long-term memory on a daily basis as part of their lesson planning and teaching sequence. Key skills and concepts for curriculum areas are revisited throughout the year and applied in different contexts where possible. Pupils use Knowledge Organisers, mini-quizzes and retrieval practice lesson starters to revisit prior learning as an introduction to their new learning and this provides a context upon which pupils can integrate their 'new knowledge' into a wider context. Assessments are reliable and are moderated to ensure that expected outcomes are fully understood by all staff.

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Through our curriculum, Holy Family pupils will be:

