



English Martyrs Catholic Voluntary Academy Curriculum Aims and Values.

Intent * Implementation * Impact

Intent:

The breadth of our curriculum is designed around our school mission which ensures that the Gospel Values permeate everything.

“We grow and learn as a family following in the footsteps of Jesus.”

Within our mission we have developed three design principles that shape our curriculum and bring about the aims and values of our school.

- 1) **Head - Knowledge and skills that we impart to the children through our bespoke curriculum.**
- 2) **Heart - Character building through characteristics of effective learning, route to resilience, learning muscles and school values developing a real sense of identity.**
- 3) **Hand - Application of knowledge and skills through problem solving, critical thinking and creative learning .**

Implementation:

A coherently planned academic curriculum:

Underpinned by our school and Gospel values (including British values), design principles , learning habits, our academic curriculum uses either the EYFS statutory framework or the National Curriculum as the basis for content and expectations. We have structured this so that each year group has:

- a) A clear list of year group objectives for all areas of learning which must be covered.
- b) Knowledge organisers for subject drivers with a clear set of vocabulary to extend the knowledge of our children.
- c) A clear progression of skills and knowledge enabling curriculum coherence across the school.

The curriculum is successfully implemented to ensure pupils’ progression in knowledge and the development of transferable knowledge for each subject in order to shape pupils as, for example, historians, geographers etc.

Impact

The impact of our curriculum is that each child grows and learns through the Head, Heart and Hand curriculum so that they reach their full potential; spiritually, academically and personally.

Curriculum Intentions	Intent	We ensure that every child :	grows and learns as a family following in the footsteps of Jesus.							
		Design Principles :	Head Knowledge and skills			Heart Character Building		Hand Application of knowledge and skills		
Teaching Intentions	Intent	The aims of the curriculum at English Martyrs Catholic Voluntary academy.	To embed the Catholic ethos and values in all areas of the curriculum engaging the children to Encounter Jesus, understand and be involved in Discipleship and Missionary Discipleship.	To teach relevant knowledge and skills and provide opportunities for our children to apply them using the National Curriculum Guidelines shaping our bespoke curriculum. To expose our children to a rich range of vocabulary through the knowledge we teach and the experiences we provide.	To ensure learning is coherent and links are made within subjects, across year groups and between subjects ensuring that all children have a clear understanding of the why and how they are being taught.	To foster a love of learning through highly engaging teaching and experiences.	To meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.	To encourage our children to share their learning with each other, their families and the wider community. To promote and model positive learning attitudes understanding our school values and British Values learning from others around us.	To create a meaningful and rich dialogue about the world around us preparing our children for their next steps in learning.	
		Our teaching intentions are:	Purpose of the learning is made explicit leading to outcomes.	That pupils become explorative, questioning, creative independent learners.	Modelling	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of assessments and judgements	Valuing everyone's work at whatever ability.
		Our Gospel Values	FAITH	TRUST	FORGIVENESS	LOVE	HOPE	COMPASSION	SERVICE	
		Our Resilience acronym / School Values	RESPECT ourselves, one another and school property.	EXCELLENCE in all we do	SHOW KINDNESS to yourself and others	INSPIRE and be inspired	LOVE LEARNING INVOLVE OTHERS	EVERYONE VALUED NO GIVING UP	CURIOSITY AND CREATIVITY	ENJOY A CHALLENGE AND TAKE A RISK.
Implementation	Implementation	Our provision is informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.	Teaching is based on a clear understanding of cognition, metacognition and learning.	Teachers have deep knowledge of the subjects they teach.	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils.	Pupil groupings are flexible and not solely driven by perceived "ability" or prior attainment.	Developing strong partnership with parents and carers that influence learning at school and home.	Teachers empower children to take control of their own learning.	
		Through the Catholic ethos our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches, making full use of opportunities for real world learning.	RE	English	Mathematics	Science	History	Geography	Art	
		Design and Technology	PSHE	Music	PE	MFL	Computing	RSE		
		Specialist Roles: Rutland school sports partnership, Rutland Music Hub, Educational psychology support, Early help, School nurse, Speech and Language, Music tuition.	Sports: Physical literacy, Cricket, Football, Swimming, Dance, Rugby, Gym, Basketball, Tennis, hockey, Dodgeball, Dance, Athletics, Cross country, Netball, Rounders, Orienteering and Leadership.	Outdoor Provision: Trim trail, Prayer Garden, Wildlife Pond, Gardening area, Forest school, Quiet Reading area and the Outside Gazebo.	Before and After school: Breakfast, afterschool, snack and chat, playtime friendship finders, lunchtime pupil leaders, cookery club, Bridge club, Digital leaders, Drama, First Communion, Gospel choir and Sports.					
		Interventions:	Lego therapy, speech and language through ELKAN, physical literacy, phonics, sensory circuits, nurture groups, play therapy, reading buddies, maths, numicon, emotional literacy through ELSA, reading, writing, handwriting, transition, social stories, friendships groups, problem solving, reading comprehension.							

			Enrichment:	Briars residential Yr 6 pupils, Edith Weston residential Yr 3, Collective Worship, Chaplaincy and Little Lights, Eco Warriors, House Captains, Remembrance Day, Harvest Festival, CAFOD, Safer Internet and E-safety, themed days and weeks, a variety of author days, Book Week, National Poetry day, other religious festival awareness days, Patron Saint's Days, healthy living day, charity support, British Values Day, sport's day, Resilience Nominations, Head teachers Awards, school trips, a variety of residential excursions, sporting opportunities both within curriculum time and outside, links with local secondary schools.
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Impact	Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. This achievement is represented in three key areas:	IMPACT 1: Head Children are confident and successful learners, they make progress and attain in line with or better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum.	IMPACT 2: Heart Children understand and demonstrate our values; they want to learn, achieve and make the right choices for their learning. The children are able to select learning attitudes to enhance learning and have a strong awareness of the qualities needed to be a respectful and responsible citizen.	IMPACT 3: Hand Children are able to use their knowledge and skills to solve problems and engage in critical thinking and creative learning across the curriculum. They are well prepared for their next step of learning.			
		High Quality Outcomes <ul style="list-style-type: none"> Has the learning journey led to a purposeful outcome or product? Do children have ownership of the outcomes? Are there relevant contexts for high quality outcomes for English and Maths? Are teaching expectations high enough? Are there clear assessment criteria? Are pupils challenged to think and to evaluate their learning? Is assessment purposeful, efficient and used to shape future learning? 	Curriculum Content is Responsive and Relevant <ul style="list-style-type: none"> Are pupils able to connect local, national and global contexts for learning? Do children experience enjoyment in their learning? Do teachers respond to educational research? Are the rich resources within the local community and environment being maximised? Are tasks adapted to reflect current affairs and technological and environmental changes? Is assessment for learning and Quality First Teaching responsive and effective? 	Mastery for all Challenges for all <ul style="list-style-type: none"> At point of learning, is the curriculum sufficiently challenging and appropriate for each child? Are there opportunities to develop a deeper understanding of the learning values? Are there high expectations for all? Does the work of the children show that tasks are rich? 	Embedding Knowledge and Skills <ul style="list-style-type: none"> Do children have opportunities to solve problems and undertake learning at a deeper level? Do children have the opportunity to build on their knowledge and skills throughout the school? Are knowledge and skills (K&S) carefully planned in the curriculum projects? Are there coherent links within projects that increasingly challenge and embed K&S? Do children have opportunities to embed their knowledge and skills in the curriculum? What knowledge and skills have pupils gained against expectations? Is each NC subject given integrity and taught systematically through each Key Stage? 	Being part of a Family and a Community <ul style="list-style-type: none"> Does the curriculum engage pupils to be part of a family of learners? Do children share their learning with others? Do children learn from others? Are our school learning values explicitly taught in our projects and prepare them for their future lives. Are the Gospel values embedded in our school? Do pupils engage with local community, national and global issues? Are pupils able to relate their values and experience to British Values? 	
Evaluation	Impact	We regularly review how well our curriculum goals enable achievement.					
		How we evaluate our success.	Cross School and external moderation	Assessment and data analysis	Pupil voice	Parent View and Parent Surveys	Self-Assessment
			Learning walks / Book scrutiny / planning scrutiny / talking to pupils	Knowledge organisers	Learning walks / Book scrutiny / planning scrutiny / talking to pupils	Evidence of Foundation Subject coverage and progression	Learning Walks
			Peer review programme	Learning walks / Book scrutiny / planning scrutiny / talking to pupils	Discussions – Staff/Pupils/Parents	Knowledge organisers – evidence of prior learning	Governor Monitoring Visits and reports
			Comparison to local and national data.	Pira Scores	Pupil, staff and Governor voice	Comparison to National Data	Pupil voice / parents forum feedback
			Data analysis assessments, attendance and behaviour	Examples of planning / self evaluation by staff	Peer review	Learning walks	Self evaluation /staff meetings
			Governor Monitoring Visits and reports	Governor Monitoring Visits and reports	Governor Monitoring Visits and reports	Peer review	Lesson study evidence