



ENGLISH MARTYRS CVA CURRICULUM INTENT 2019 2020

What are we trying to achieve?			
Mission:	To grow in faith, knowledge, confidence and ability.		
Local context :	Our rural school is in the centre of a small market town in the smallest county in the country which also contains one of the largest man made lakes in Europe, our nearest city is Leicester 17 miles away, approx 51 % of children are baptised Catholic, currently 20 % of our pupils are EAL, majority of our pupils are white British from a mixed demographic of families.		
Aims	Successful Learners Who enjoy learning, make progress and achieve.	Confident Individuals Who are able to lead safe, healthy and fulfilling lives.	Responsible and Respectful citizens Who reflect and live the Catholic faith Who reflect the life of Jesus in their contribution to society
Design Principles	1 To teach appropriate knowledge and skills and provide opportunities for children to apply them. 2 To ensure learning is coherent and links are made within subjects, across year groups and between subjects. 3 For all children to have a clear understanding of the why and how they are being taught. 4 To foster a love of learning through highly engaging teaching and experiences. 5 To provide a bespoke curriculum relevant to the children in our school. 6 To expose our children to a rich range of vocabulary through the knowledge we teach and the experiences we provide.	1 To ensure each child has an understanding of how to keep themselves physically and mentally fit and have an understanding of how to keep themselves safe. 2 To create a meaningful and rich dialogue about the world around us.	1 To embed the Catholic ethos and values in all areas of our curriculum. 2 To promote and model positive learning attitudes and our school values in all we do .
Core Academy Values	Respect, excellence, equality, kindness, inspiration, determination, courage.		
Intrinsic Values	Catholic Values, British Values and all those essential values common to good, kind, and tolerant people of all faiths and no faiths.		



Focus Areas	Attitudes and Attributes Eg. Resilience, curiosity, confidence, spiritually aware, tolerant, empathy, self-esteem, integrity, risk-taking, adaptable, self-control.	Knowledge and Understanding Eg. excellent general, subject, social and cultural knowledge.	Skills Eg. English, Maths, computing, physical, creative, social, thinking.
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How do we organise learning?						
Components	Catholic Ethos	Lessons	Learning outside the classroom	Community to include British Values, Cultural influences and Diversity.	Events	Learning Environment

How is the curriculum delivered?			
Pedagogical approaches to teaching and learning.	Equity Inclusive opportunities, entitlement and experiences. Consistently high expectations, quality and standards for all pupils. Excellence in SEND provision.	Engagement Topics are meaningful, relevant and inspiring. An understanding of child development and approaches to learning are embedded within our planning and delivery of high quality lessons for all children. The characteristics of effective learning are embedded throughout the school. Opportunities for first-hand experience. (artefacts, visits, visitors, virtual tour) Lessons are relevant, purposeful and for a range of audiences. Cross-curricular connections. Resources well matched to learning need,	Evidence Use of evidence from current research. Assessment using a wide range of evidence to encourage learners to reflect on their learning. Assessment is fit for purpose and integral to learning and teaching. Strong self-evaluation for whole school community. Balance of direct instruction and inquiry.



		<p>e.g. time, people, materials. Opportunities beyond the classroom to enhance the teaching of outdoor learning, sport and the arts.</p>	
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What does the curriculum contain?									
Core skills and knowledge	Knowledge Religious knowledge Subject knowledge General knowledge Cultural knowledge		Vocabulary Exposure to a rich, varied and challenging range of vocabulary.		Reading Reading is an essential skill that also supports the acquisition of vocabulary and knowledge. Clear, structured approach to the teaching of phonics, pupils read widely and often, with fluency and comprehension appropriate to their age. Progressive development of texts appropriate to the developmental stage of that child. Exposure to challenging, high quality texts through whole class reading.		Specific Skills Investigation Evaluation Enquiry Questioning Thinking Listening Communication Reasoning Problem solving Teamwork		Fluency in basic skills Cursive handwriting. Number facts. Phonics as part of decoding for reading and spelling. Decoding and comprehension for reading. Personal, social and emotional skills. Physical skills.
Areas of learning EYFS	Prime areas of personal, social and emotional development, communication and language, physical development.			Characteristics of effective learning.			Specific areas of reading, writing, number, shape, space and measure, knowledge and understanding of the world, expressive arts.		
Areas of	RE.	Maths.	Language	Science,	History,	Arts and	Physical and	Characteristics	



learning KS1 / KS2			development and English.	computing and technology.	Geography, multicultural awareness to include MFL KS2.	creativity across subject areas.	mental health and wellbeing.	of learning.
Core competencies	Communication and acquisition of language.	Knowledge and understanding of the world.	Personal Social and emotional development.	Creative development.	Physical development.	Critical thinking and problem solving.		

How well are we achieving our aims ?							
Evaluating impact	To look at the whole child eg progress in knowledge, understanding and skills within areas of learning and core competencies.	Use assessment information intelligently to identify any trends and clear goals for improvement.	Use critical friends to offer insights and challenges eg through lesson study and peer review.	Creates a continuous improvement cycle which feeds into on going CPD.	Provides a clear framework for tracking, analysing and developing formative and summative assessment using a range of measures.	Continually ensures that assessment is fit for purpose.	Involves the whole school community eg learners, parents, teachers, employers, governors.
Accountability Measures	High standards of achievement – progress and attainment.	Behaviour and attendance.	Spiritual development.	Character development which will inform motivation and guide conduct of individuals.	Healthy lifestyle choices.		
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