

Holy Family Catholic Primary School
Curriculum design statement: intent, implementation, impact.



At Holy Family Catholic Primary School, the children in our care are at the heart of everything we do. Every pupil should leave knowing God's love and being able to show God's love. We believe that all children are unique and must be celebrated for the special gifts and talents that they possess. We adopt fully inclusive practice, which means all children are able to access the curriculum we offer, regardless of their learning requirements. Each day we encourage our children to be the best that they can be, take pride in their learning, and make a real difference. *Inspired by Pope Francis we endeavour to 'light a fire in the hearts' of our children, empowering them to make a real difference in our diverse, ever changing society.*

Intent

The breadth of our curriculum is designed with three goals in mind:

1. To give children appropriate experiences to develop as confident, responsible citizens;
2. To provide a curriculum that is intellectually stimulating.
3. To develop in each child the ability to relate and co-operate with others in the process of learning; to foster respect for religious and moral values, and tolerance of other races, religions and ways of life
4. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

1. Appropriate experiences

Our pupils' backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum. At the centre is our Mission, which shapes our curriculum, brings about the aims and values of our school, and responds to the particular needs of our community. The drivers that promote this are:

Faith & Spirituality - this helps our children to develop personal relationships with God through prayer and reflection. As brothers and sisters in an ever-changing diverse community, we respect and value the beliefs of others and recognise how they have an impact on our community.

Possibilities - which helps children to build aspirations and know available possibilities for their future lives.

Environment - which helps children to understand and appreciate their locality, facilitating their relationship to the wider world and encourages a dedication to it.

2. Cultural capital

Our children have limited experience and background knowledge, so providing a bespoke curriculum is essential. However, we do recognise that our families bring a wealth of cultural identities and experiences from which our pupils can grow and flourish. Through planned experiences, trips, visits and carefully selected resources pupils are given background knowledge, vocabulary and interactions, which support each step of their learning journey, capturing the wonder and awe of the world we live in. This also helps our pupils know that the society we live in is diverse and therefore our curriculum and school life reflects this. We aim to weave the thread of social, cultural, vocational, moral and understanding of democracy, rule of law, liberty, respect and tolerance through our curriculum.

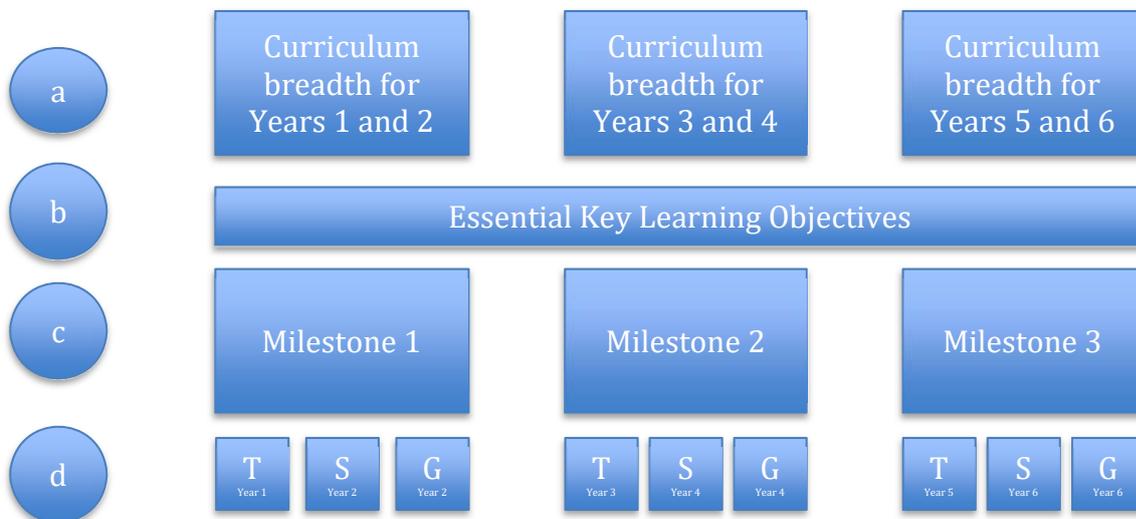


3. A coherently planned academic curriculum
(see Curriculum Statements)

Our Mission and the three drivers underpin our curriculum. We use both the EYFS framework and the National Curriculum to shape the content and expectations of our curriculum. The curriculum is developed for the needs of our pupils and is ever changing but is built upon the key skills, knowledge and progression, which will support our children for life. To support children to develop love of language, key texts are built into curriculum teaching. We as a school want the best for our pupils and through research and CPD are continually developing our subject knowledge and resources to adapt to new challenges. Our skills based curriculum is used to help structure this in each year group and look at progress within each phase. We have structured this so that each year group has:

- 1) a clear list of the breadth of topics that will be covered;
- 2) the 'Essential Key Learning Objectives' pupils should understand;
- 3) criteria for progression within the threshold concepts;
- 4) criteria for depth of understanding.

The diagram below shows model of our curriculum structure:



- a) The **curriculum breadth** for each year group ensures each teacher has clarity as to what to cover. As well as providing the key knowledge within subjects, it also provides for pupils' growing cultural capital.
- b) **Threshold concepts** are the key disciplinary aspects of each subject. (As, for example historians or geographers). They are chosen to build conceptual understanding within subjects and are repeated many times in each topic.
- c) **Milestones** define the standards for the threshold concepts.
- d) **Depth** - we expect pupils in year 1 of the milestone to develop a **Working Towards (T)** understanding of the concepts and a **Secure (S)** or **Greater Depth (G)** understanding in Year

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2 of the milestone. Phase one (Years 1, 3 and 5) in a Milestone is the knowledge-building phase that provides the fundamental foundations for later application. LEARNING AT THIS STAGE MUST NOT BE RUSHED and will involve a high degree of repetition so that knowledge enters pupils' long-term memory. If all of the core knowledge is acquired quickly, teachers create extended knowledge.

Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective with **spaced repetition**.
- 2) **Interleaving** helps pupils to discriminate between topics and aids long-term retention.
- 3) **Retrieval** of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning is invisible in the short-term and that sustained mastery takes time.

Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (e.g. four clocks principle) and, in other cases, provides retrieval practise for previously learned content.

Impact

The impact of our curriculum is that by the end of each Milestone, the vast majority of pupils have sustained mastery of the content, that is, they remember it all and are fluent in it; some pupils have a greater depth of understanding. We track carefully to ensure pupils are on track to reach the expectations of our curriculum. As a result, most children who leave our school will have:

- a strong spiritual knowledge and faith based upon Holy Family's Mission statement and the Catholic ethos of our school
- a strong web of knowledge across the curriculum subjects that is deep, durable and transferable from one context to another
- the ability to retrieve knowledge and make connections between contexts
- the ability to apply their skills across a range of subjects
- an ability to think deeply about important concepts
- an ability to apply their knowledge and use it to solve problems and generate creative solutions
- the ability to be creative, innovative and think critically
- sympathetic awareness of other people's feelings
- tolerance and forgiveness
- the ability to make deeper connections in their learning as a result of their access to experiences through our school that they would not otherwise have had
- the ability to think critically about the knowledge they have gained and make emotionally literate and morally responsible decisions/choices
- the knowledge and resilience that they need to keep themselves and others safe.