

# Our Lady's Catholic Primary School

## Curriculum Statement



### Intent

Our curriculum puts the child at the centre of our school family, where positive relationships, based on mutual trust and respect are at the heart of everything we do. Our ambitious curriculum has been designed to take account of the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It exposes our children to enriching and vibrant experiences, immersing them in progressive knowledge and skills; equipping them with personal characteristics required to succeed in life. This ensures that our children are immersed in their learning, allowing each of them to express themselves as an individual and whilst also providing them with the tools to play an active part in our wider community.

To reflect the individual nature of our children, we ensure that our curriculum is individual to our school. We began with how we could inspire and engage the diverse nature of our school family. Our staff carefully considered the life experiences that our children have already been exposed to and also the experiences that we felt they needed to achieve their ambitions in life.

We know that in order to create well-rounded individuals, we must embed a belief in our school family that 'they can and they will'. This is reflected through our weekly collective celebrations where children are championed for demonstrating the 'I can and I will' spirit. We are passionate about preparing children for the challenges and obstacles that they may face now or in the future by providing them with opportunities to be; Confident, Curious, Independent, Resilient and Ambitious in all areas of the Curriculum.

Our Virtues to live by are founded upon the Fruit of the Holy Spirit. The Fruit of the Holy Spirit is a collection of nine key attributes which when followed can ensure that students not only become better versions of themselves in God's image, they can also positively influence the lives of others. According to the Epistle to the Galatians 5:22-23: "But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control; against such there is no law." These create the foundation for spiritual reflection throughout the year and will continue to be threaded throughout each child's journey through our school. Those continuous threads intertwine to help shape our children's spiritual, moral and social compass that will lead them successfully through life.

Autumn: Love, Joy, Peace

Spring: Patience, Kindness, Goodness

Summer: Faithfulness, Gentleness and Self-control

### Learning Behaviours

Confident	Curious	Independent	Resilient	Ambitious
A <b>confident learner</b> is a happy and productive one. They demonstrate a willingness to take on challenges. They are also able to be compassionate with others as they are with themselves.	An <b>inquisitive/curious learner</b> has a thirst for learning and wants to discover as much as they can about the world around them, by asking questions.	An <b>independent learner</b> takes responsibility for their own learning. They are self-motivated and accept that frustration in the present is worthwhile to achieve future success. They use their own initiative and are good problem solvers.	A <b>resilient learner</b> can bounce back from challenges and problems. They also have the capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.	An <b>ambitious learner</b> sets themselves high standards; seeking and enjoying challenge. They persevere by channelling the energy of frustration in to the problem they face. They understand that learning is often a slow and uncertain process.

## Implementation Expectations

To ensure our curriculum is effective in supporting our core learning behaviours, we expect to see the elements below modelled in classrooms:

	Teacher behaviours	Learning Environment	Child behaviours
<p><u>Confident</u> A <b>confident learner</b> is a happy and productive one. They demonstrate a willingness to take on challenges. They are also able to be compassionate with others as they are with themselves.</p>	<p>Passionate and positive approach. Build strong relationships and a sense of value for all pupils. Show awareness of children's needs and uniqueness. Know and encourage children's strengths in personality and learning. Work with all children equally. Celebrate failures, misconceptions and mistakes using them to drive learning forward. Praise effort rather than correct answers. Promote the sharing of ideas and value all opinions. Support and challenge through well pitched questioning. Plan and encourage a range of talk. Explain the 'bigger picture'. Demonstrate good pedagogical knowledge.</p>	<p>Respectful, positive and safe. Well established routines and procedures. Access to a wide variety of resources and technology. Resources, including furniture, arranged to support learning and independence. Learning walls scaffold learning. Celebrate and display the learning journey. Stretch and challenge integral to expectations. Links to previous learning. Imagination and creativity celebrated.</p>	<p>Understand how unique they are. Play and learn collaboratively. Ask questions to clarify understanding. Use talk for a variety of purposes. Positively communicate ideas, beliefs and theories. Not afraid to make mistakes and learn from them.</p>
<p><u>Curious</u> An <b>inquisitive/curious learner</b> has a thirst for learning and wants to discover as much as they can about the world around them, by asking questions.</p>	<p>Plan a variety of learning opportunities to facilitate different learning styles. Model how to find answers. Learn with the children. Use open questions. Plan open-ended and research tasks. Plan and encourage a range of talk. Embed partner talk and collaborative working into daily practise. Encourage children to take risks and explore learning for themselves. Offer choice to children. Create opportunities for different types of talk. Use assessment for learning to support child-led learning opportunities. Build in opportunities for wonder. Promote awareness of world events.</p>	<p>Sources of information readily available through appropriate texts and ICT. Language rich – key vocabulary displayed. Time and openness for talk. Learning walls display what the children want to find out about their topic. Questioning evident. Recognition of learning styles. Organisation encourages independence and choice e.g. furniture, equipment. Resources from different cultures.</p>	<p>Participate with enthusiasm. Ask questions with confidence. Demonstrate a thirst for knowledge. Investigate and research. Learn from peers, staff and available resources. Continue learning at home. Make links in learning. Appreciate and ask questions about other cultures and religions.</p>
<p><u>Independent</u> An <b>independent learner</b> takes responsibility for their own learning. They are self-motivated and accept that frustration in the present is worthwhile to achieve future success. They use their own initiative and are good problem solvers.</p>	<p>Develop a learning environment built on Trust and Respect by giving opportunities to share and celebrate ideas. Model what a learning process looks like in a variety of creative ways. Plan opportunities for children to take ownership of the learning. Use verbal and non-verbal prompts to encourage and drive learning forward. Pitch learning appropriately. Use open ended questions. Embed strategies for self help. Provide clear intention and outcomes but model and allow choice in how to get there. Be open to diversity in outcomes.</p>	<p>Behaviour expectations displayed. Clear roles and routines in place to support personal responsibility. Children in charge of their equipment. Consider and vary choice of seating arrangements and groupings. Sources of information readily available through appropriate texts and ICT. Accessible resources. Toolkits for success provided. Self-assessment at regular intervals through use of clear success criteria and LI.</p>	<p>Take personal responsibility for behaviour and learning. Intrinsically motivated. Know how they learn best including identification of skills and methods which help them to be successful. Able to stay focused on a task but know when to ask for help. Apply knowledge in a new context.</p>

<p><b>Resilient</b> A resilient learner can bounce back from challenges and problems. They also have the capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing.</p>	<p>Pitch learning to offer challenge. Offer scaffolds to support success. Value mistakes and misconceptions as part of the learning process. Re-phrase questions when answers are incorrect. Encourage risk-taking. Explicitly praise effort. Link planning directly to formative assessment. Plan and use differentiated and targeted questioning. Promote positive mental health and teach coping strategies.</p>	<p>Culture of challenge and competition. Time given to reflect and revisit. Celebration of effort and attitudes. Wellbeing Champions in place. Understanding feelings are ok but how we deal with them is important.</p>	<p>Positive mindset used to overcome barriers. Able to reflect on next steps in learning. Learn from mistakes and use to identify next steps. Reflective approach to learning behaviours. Allow imperfection. Able to apply self-regulation. Awareness and recognition of feelings and triggers.</p>
<p><b>Ambitious</b> An ambitious learner sets themselves high standards; seeking and enjoying challenge. They persevere by channelling the energy of frustration into the problem they face. They understand that learning is often a slow and uncertain process.</p>	<p>Model high expectations and standards. Aspirational flight paths for all children. Clarity of steps to success. Ensure children understand next steps in their learning. Plan for challenge in tasks and outcomes. Use regular formative assessment to drive learning forward. No ceiling placed on learning. Recognise and praise effort at all levels. Encourage risk taking. Make cross-curricular links and plan enrichment opportunities to broaden career opportunities and aspirations. Engage with outside agencies and contacts to model possibility.</p>	<p>Differences and talents celebrated and shared. Positive gender, ethnicity models provided through teaching resources including texts. Varied opportunities for learning and development. Learning walls scaffold, model progress and promote discussion.</p>	<p>Work independently or as part of a team. Celebrate success. Positive attitude to challenge. Ask questions to further knowledge. Intrinsically motivated to meet ambitious goals. Children self-reflect on success and next steps with independence. Keen to contribute to the wider Community.</p>

## Impact

Our children will move on to their next phase in life as successful students, who are achieving in line with National Expectations, if not better, and will have made progress in line with their potential. They will demonstrate all of the Learning Behaviours and Values that are at the heart of our school ethos, which will enable them to become positive role models and play a full and active part in society