

# OUR LADY CATHOLIC PRIMARY SCHOOL – OUR CURRICULUM

INTENT	At Our Lady	We Learn To Love And Love To Learn With Jesus												
		Democracy	Trust	Forgiveness	Faith	Love	Helpfulness	Charity	Compassion	Honesty	Equality	Enjoyment	Excellence	
		Rights and Responsibilities		Promotion of Peace		Family and Community		Unity		Respecting Those Around Us		God's World		
	VISION	To provide a safe, happy and aspirational environment for all, where we value the unique strengths and gifts of the children in our care. Our values-based curriculum, which is diverse, flexible and sequential, challenges children to develop emotionally, socially and intellectually to become the very best that they can be.												
	AIMS	Building for better futures			Our children will lead happy and fulfilling lives			Growing a collaborative community			Extending the boundaries of learning			

IMPLEMENTATION	GREAT TEACHING	A learning-focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive	Expert subject knowledge, based on an understanding of cognition and learning	High expectations of conduct and learning behaviours	Exceptionally clear modelling of key concepts: a well sign posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery and breadth	‘In the moment’ feedback; and purposeful marking	Opportunities to embed concepts into long term memory; to recap, apply and make connections	Accurate assessment informs next step planning	Teachers passionately model a growth mind set and engage in lifelong learning				
	GREAT LEARNING	Playing and exploring				Active learning				Creating and thinking critically					
		Independence		Perseverance		Questioning		Reflection		Resilience		Risk Taking			
	BREADTH AND BALANCE	Remember		Understand		Apply		Analyse		Evaluate		Creativity			
		Communication and Language		Physical Development		Personal, Social and Emotional Development		Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
		Religious Education	English	Maths	Science	History	Computing	Geography	Art & Design	Design Technology	Physical Education	Sex and Relationships Education	Modern Languages	Music	
INSPIRING CONTEXTS	Memorable, meaningful, cross curricular themes	Children’s interests explored	Passionate inspired teachers	Inspiring learning environments	Visits, visitors, events and experiences which increase cultural capital	Inspired themed days	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Learning out of school hours	Chat, play, read in the home learning environment	Collaboration across the phases		

	THE WHOLE CHILD	Inclusion, equity and aspiration at the heart	Celebration of individual achievement and success	Timely intervention and reasonable adjustment	Mental health and wellbeing	Ecological awareness	Disability awareness	Connected with local, national and global communities	Equipped for a dynamic future
	SAFE GUARDING	Drug Education	Sex Education	Online Safety	Anti-Bullying	Anti-Racism	Protection from Extremism	Health and First Aid	Protective Behaviours

<b>IMPACT</b>	<b>GREAT OUTCOMES</b>	<b><u>IMPACT 1: EMOTIONAL</u></b> Personal development is outstanding.  Children are happy and enjoy coming to school.  Parents and carers are happy with the school and high proportions would recommend us to others.			<b><u>IMPACT 2: SOCIAL</u></b> Behaviour and attitudes are outstanding.  Children demonstrate our vision and values in their learning and in their behaviour in and around school.  Children learn to make the right choices for their safety and the choices children make benefit the school and local community.			<b><u>IMPACT 3: INTELLECTUAL</u></b> The quality of education is outstanding.  Children consistently achieve highly, particularly the most disadvantaged and those with SEND.  Children make at least expected progress and attain in line with or better than national expectations.		
	<b>EVALUATION</b>	Nationally generated performance information about pupil progress and attainment (IDSR)	Internal school self-evaluation and first-hand evidence of how pupils are doing		Listening to a range of pupils read	Discussions with pupils about what they have remembered about the content they have studied		External validation of judgements through school improvement partnerships and across trust		