

Only the best is good enough.

**Holy Family Catholic
Primary School
'Serving the Community'**

Our Curriculum Statement 'ONLY THE BEST'

**With Christ at the centre,
we live, love and learn together, reaching out to all.**

Together, with Jesus, we can do it!



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CURRICULUM INTENT:

At Holy Family Catholic Primary School, we want to give children a curriculum that promotes a passion and curiosity for learning where 'Only the Best is Good Enough'. It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, stimulating and caring environment. We aim to develop a love of learning inspired by quality teaching, foster high aspirations and encourage positive self esteem.

Our Curriculum is built around the National Curriculum, however this is enhanced and enriched to reflect the children and community we teach in.

Holy Family's 'ONLY THE BEST Curriculum' aims to provide:

Opportunities to build independence, resilience and perseverance

Nurturing and safe environments built on mutual respect

Love of learning and one another

You as an individual, be the best version of you

Thoughtful ways to show care and compassion

Happy, fun-filled times

Enriching and stimulating activities to provide experiences and life-long memories

Broad and balanced curriculum fit for all

Engaging and well-planned lessons

Success and high achievement in all we attempt

Thankful for the world we live in

Underpinning our Curriculum at Holy Family, are strong relationships and through our ASPIRE values, we aim to achieve this. These are a set of values that showcase the distinctive Catholic nature of life at Holy Family.

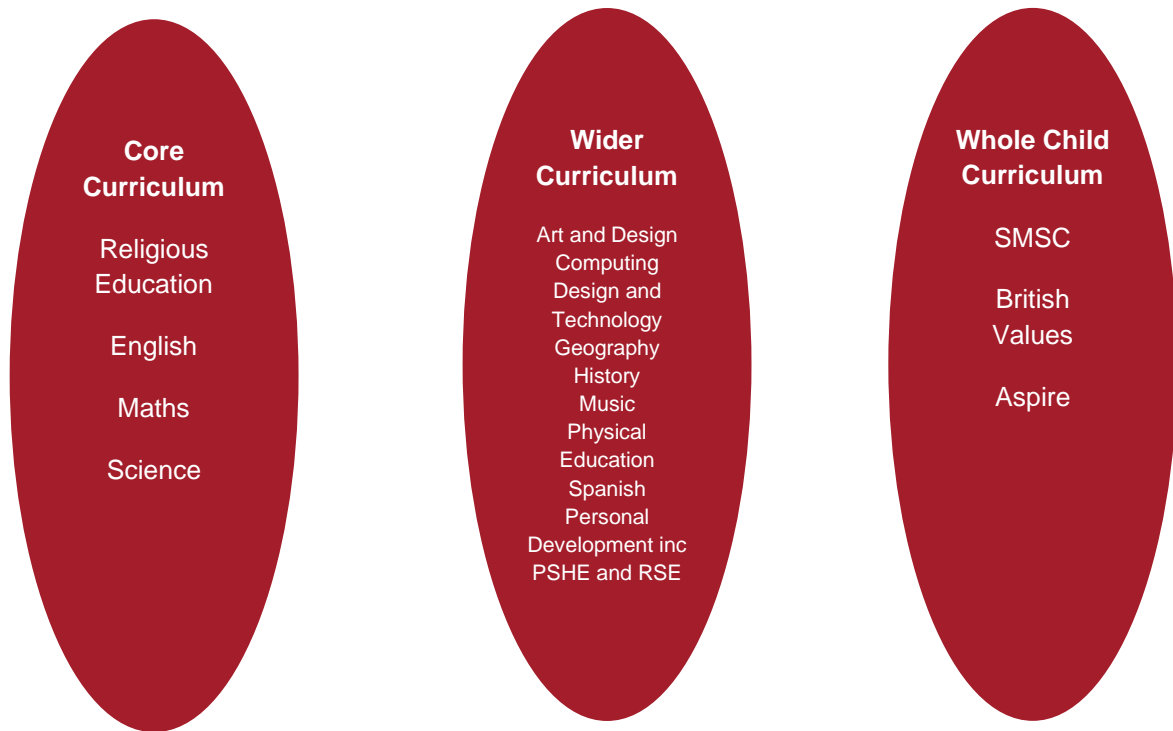
Courage Justice Tolerance
BEST Commitment Compassion Respect

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CURRICULUM IMPLEMENTATION:

Our Curriculum is implemented with our Intent at the centre of all that we do at Holy Family. The 'Only the Best Curriculum' incorporates the core subjects of Religious Education, English, Mathematics & Science alongside our wider curriculum, covering all other National Curriculum subjects, as well as a focus on the whole child.



How is our curriculum designed?

We have designed a coherently planned and progressive curriculum which is sequenced to build on prior knowledge and key skills and concepts, with links deliberately made to previously taught topics.

As we have mixed-age classes, our curriculum is based around a two year topic cycle – Cycle A and Cycle B. Each subject has a Long Term Plan in which topics have been identified and mapped out, with the exception of Maths which is taught using year group specific objectives. More detailed Curriculum Overviews, including objectives for each subject, have been developed to ensure that the coverage and requirements of the National Curriculum are met.

The wider curriculum is organised into discrete subjects to ensure that children can be immersed in the subject specific vocabulary, knowledge, skills and understanding. Where meaningful links can be made with other subjects that help secure prior learning or develop learning further, 'cross-curricular' learning takes place.

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How do we implement our curriculum?

Planning Structure

Our Only the Best curriculum is progressively planned and sequenced to ensure that children build on prior learning, knowledge and vocabulary.

Long Term Plans

Topics are clearly mapped out across discrete subjects for years 1-6 as well as themes in EYFS. Subjects across the school are blocked to aid retention of knowledge and memory recall e.g. all children across the school learning geography at the same time. This aids subject progression, subject leader monitoring, staff CPD opportunities, cross year group moderation and the sharing of ideas/resources.

Topic Overviews

Learning objectives are clearly sequenced and take into account progression and prior learning. Teachers are aware of the learning sequence for the topic.

Knowledge Organisers

Our Knowledge Organisers are used to support learning. These make it clear to teachers, pupils and parents what is expected to be learned by the end of the topic and are shared on our website. This is a first point of reference for the children and details key, specific facts and vocabulary that the children will learn by the end of the topic. Key dates and names may also included. We encourage the children to make use of these documents throughout the topic. A detailed list of key vocabulary that is relevant and useful to the teaching and delivery of the topic is also included on the Knowledge Organiser. The children must be able to define and apply the vocabulary to **both** written and spoken tasks with fluency and ease.

Review and Do

We have a range of 'Review and do' strategies to support long term memory development to aid children to 'know more and remember more'. Children revisit learning through regular revisits which consist of repetition of key skills as well as warm-ups consisting of targeting questioning and retrieval practice. These link to previously taught topics in order to promote retention of knowledge. Our wider curriculum also encompasses 'End of Topic Quizzes' and the use of 'Big Questions'. These give children the opportunity to recall and apply key knowledge, allowing children to commit new information to their long-term memory, and make learning stick, supporting the theory that 'Progress means knowing more and remembering more'.

Children have books for RE, English, Guided Reading, Maths, Science, History, Geography, Spanish, Personal Development and Design and Technology. Children have a Sketch Book for Art and use our online platform (Seesaw) to record their Computing work.

How do we ensure our curriculum is inclusive to all?

It is our vision that each child fulfils their potential, regardless of their background or circumstances, in a safe, stimulating and caring environment. Therefore, we provide a broad and balanced curriculum for all of our children. Children with special educational needs and/or disabilities (SEND) are supported to achieve their potential through access to quality first class teaching and appropriately differentiated learning activities and approaches.

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How do we enhance our curriculum?

Enrichment opportunities such as trips, visits, workshops, artefact boxes, role-play and practical resources are purposeful and not only enhance SMSC but also give children opportunities to build on prior learning, embed current learning and apply knowledge in different ways. We aim for every child to gain life experiences that will inspire them and provoke intellectual curiosity. Class trips are planned and mapped out across a 2 year cycle and consist of both academic and awe and wonder. We feel these are key to providing all pupils rich memorable experiences to enhance their learning. Alongside this, we build in inspiring and exciting themed days and events which immerse the children in a variety of current and relevant themes.

As a school, we place importance on children developing the skills they need to succeed in life, along with all children achieving their potential socially, emotionally and academically.

We provide children with the opportunity to develop and support their learning to succeed in life and develop lifelong skills. We focus on developing the whole child through the promotion of sports, the arts, personal, social and emotional development and a wide range of extra-curricular activities.

How do we develop the whole child?

We place great importance on having our children's happiness at the core of all that we do and developing the skills our children need to succeed in life. Our Aspire Team Programme links the key Gospel values with British Values. Children will study key roles, responsibilities and people who have lived out their lives according to these values. It is our vision that each child fulfils their potential, regardless of their background or circumstances. Therefore, we feel it imperative that we inspire them with others who have fulfilled their own potential regardless of background and circumstances. Our Curriculum aims to provide opportunities for our children to build independence, resilience and perseverance, the chance to be themselves and celebrate their individuality and thoughtful ways to show care and compassion.

How do we assess our curriculum?

We have a clear Assessment Cycle in place at Holy Family. The use assessment materials such as NFER, White Rose help support teachers in making judgements about attainment in our Core subjects. Whereas the use of carefully planned entry and exit tasks such as Review and do Quizzes, End of Topic Quizzes and Big Questions are used in our wider curriculum.

The End of Topic quiz is a short exit quiz of questions that have been taught throughout the topic. The children complete this at the end of the topic. The quiz informs teachers of misconceptions or any gaps in the children's recall of knowledge and supports future teaching and review and do sessions. We also these quizzes throughout the year again to check consolidation.

The Big Questions provide opportunities for children to apply and demonstrate their retention of knowledge and understanding. This may be completed as a piece of writing linked to previously taught writing genres.

CURRICULUM IMPACT:

At Holy Family, rigorous triangulated monitoring throughout the year is used to gauge the impact of the curriculum design. Curriculum subject leaders monitor individual subjects, reviewing learning, evaluating pupil voice and providing individual feedback. Good practice is shared and areas for improvement identified and swift action is taken. Action plans for each subject, within the School Improvement Plan, drive the continual refinement of the curriculum to ensure that it meets the needs of all children at Holy Family and maintains high expectations.

The progress of all children is carefully tracked and the impact of the curriculum for all groups of children in school is closely monitored. We use both formative and summative assessment information every day, in every lesson. Staff use this information to inform their short-term planning and short-term interventions – including in the foundation subjects. This helps us provide the best possible support for all of our pupils, including the more able.

Assessment information is analysed by Subject Leads, the Assessment Lead and Headteacher as part of our monitoring cycle. Pupil progress reviews are conducted half termly.

We set out our monitoring cycle at the beginning of each academic year. This identifies when monitoring for all year groups is undertaken in all subject areas. Monitoring includes: book looks, lesson observations and/or learning walks, pupil/parent and/or staff voice.

All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

The impact of our curriculum will reflect in the following statements:

- The children will follow in the footsteps of Jesus, sharing his love in all that we do. They will be positive members of their community and act as role models for other to follow. They will understand other cultures and religions, treating everyone as an equal.
- The children will lead a safe, healthy and happy life.
- Children are well-rounded individuals who understand the importance of Christian values, British values and being a good citizen.
- The children will give their best and aim to always work hard and reach their potential.
- The children will be literate and numerate and ready for their next step in life.
- They will set high standards for themselves.
- The children will feel successful and love learning across all the core areas.
- The children can confidently recall key knowledge and skills from current and previous areas of learning and can confidently apply knowledge to their learning.
- Children are confident using and applying high-level vocabulary.

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- The children are articulate and confident to talk about a wide range of topics and knowledge is retained in children's long-term memories.
- The children will be creative thinkers and collaborative learners. They will connect their experiences to those of others in school and around the world.
- The children will have a growth mindset and know they can achieve anything.
- They will be aspirational in life, looking to their future and where and what they want to be.

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