

Blessed Sacrament Catholic Primary School



Curriculum Intent

“Aim high – live life to the full”

Written By	Curriculum Intent Subject Lead
Ratified by Governors	
Date for review	September 2019
Signed Chair of Governors	
Signed Headteacher	C Davey

Our Unique Blessed Sacrament Curriculum and Holistic Statement of Intent 2018 2019

(Complemented by the 9 protected characteristics of the Equality Act 2010)

Curriculum Intent: What follows is what we want our curriculum to achieve for all children by the time they leave because we believe that our children deserve the best.

Blessed Sacrament's experiential curriculum enables our children to aim high and live life to the full. This is our offer to them and their families:

- ⦿ Our aspirational, whole school curriculum is based upon our Catholic mission, aims and values.
- ⦿ Through the vision of our curriculum, we offer a holistic spiritual, moral, social and cultural experience for all, not just through lessons, but through extra-curricular clubs and activities, day trips, residential weeks away, holidays abroad and our 50 week per year wrap around education.
- ⦿ Our curriculum is a framework for setting out the aims of a programme of education, including the building of sequential progress of knowledge and understanding to be gained at each stage.
- ⦿ Planning and delivery of our broad and rich curriculum will build on children's prior knowledge. This will be done using the National Curriculum objectives.
- ⦿ We take ownership of our curriculum design and make it as exciting, engaging and creative as possible to give our children a rich, high-quality, first hand learning journey. This will ensure that a higher level of learning takes place with a deeper secured subject knowledge as well as producing better quality of work for all children across the school.
- ⦿ We will ensure that the objectives we teach link as much as possible to the children's current learning to make it relevant and meaningful. Lessons will have a high impact on children's engagement as we will be teaching through a creative approach, which will therefore impact on their learning; making progress even better for all learners through an improving memory and the children's good power of recall.
- ⦿ We aim to support all children's progress through high quality brain development linked to igniting children's creativity and skills.
- ⦿ Offer aspirational examples through our parent community, local businesses, local universities, F.E. colleges and career days.

Knowledge within the domains complemented by a cohesive, skills-led and engaging approach

We adopt a mastery approach to our curriculum with the expectation of children having an equal balance of invaluable knowledge, understanding, vocabulary and essential skills. Our curriculum is designed to intertwine specific subject knowledge and skills in a cross-curricular approach that consistently reinforces essential core basic skills. The aim of our curriculum is to enrich the schools' quality of education with well-planned regular trips to the local area and beyond, or through 'wow' moments in school, that are tightly linked to engage and motivate; to drive progress and raise attainment for all.

Planning to the learning, not to the activity: Evaluating our sequential curriculum layering

- How do curriculum leaders and subject leaders evidence the sequential build up of knowledge and skills within their curriculum through monitoring, evaluation and SIMS assessment systems?
 - Through clearly mapped out long and short term planning
 - Through speaking to the children about their enjoyment of learning
 - Through scrutiny of planning, work in books and marking feedback
 - Through consistent feedback about how to improve the learning environment
- What do our creative curriculum leaders and subject leaders do when designing, implementing and evaluating the curriculum?
 - Check that the children demonstrate it
 - Ensure that it is an experiential curriculum
 - Check that all opportunities to maximise knowledge, skills and understanding are explored
 - Have high expectations for quality displays that support and celebrate current learning
 - Through Positional Statements and well thought through Action Plans
- How have our creative curriculum leaders and subject leaders developed a holistic, well planned out curriculum over time?
 - Regularly review it
 - Through research for each subject area
 - Through research about how children learn best over time
 - Through speaking to the children about their curriculum experiences
 - Through visiting other schools to share best practice
- Is there a common conceptual language / vocabulary / philosophy employed by curriculum managers and subject leaders when evaluating its impact and quality upon pupil progress?
 - Through triangulation: Milestones (tested out) + in books + through talking to children
 - Through accurate analysis of pupil progress information across the whole curriculum
 - Through Achievement Team and Achievement Leader meetings
 - Through R.O.A.R – a whole school mental health and relationships strategy that **R**ecognises the signs and symptoms, asks **O**pen questions (try to support the BIG thought), **A**ccess support, services and self-care, build **R**esilience.

