



*Following Jesus, The Good Shepherd, in all we say and do.*

## The Good Shepherd Catholic Primary School

### Curriculum Statement

#### Intent

The curriculum of The Good Shepherd Catholic Primary School is closely tied to our school mission statement, 'Following Jesus, the Good Shepherd, in all we say and do.' The Gospel values of Jesus Christ underlie the whole curriculum. Through our Gospel values we create an environment where children can learn to live these in all aspects of their life. In our attitude towards behaviour and in our learning.

#### To Achieve Our Aims Our Children:

Will understand that everything we say and do is underpinned by the values that Jesus taught us and we are learning to live them out on a daily basis.

Learn how to accept failure/disappointment with humility and success/praise with grace.

<b>Rights</b>	<b>Responsibilities</b>
To be treated with respect	To behave respectfully to others
To be safe	To behave in a way that keeps others and self-safe
To learn	To be willing to learn To allow others to learn To attend school regularly
To make mistakes	To own mistakes and learn from them To allow others to make mistakes
To be listened to	To listen to others To give opinions

The curriculum of The Good Shepherd Catholic Primary School has been designed to ensure that subject links are made in order to develop skills, knowledge and a real life understanding. Our curriculum is designed to provide our children with experiences which will open their eyes to the world around us. Sometimes our children's opportunities are narrowed by lack of available resources within our community and our curriculum aims to address this. Learning opportunities have been designed to enable

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links to be made with the wider context of the world such as forest schools. Sports events, leading chaplaincy, participating in key events beyond the school. The school strives to ensure all children regardless of personal circumstances, can access the curriculum and have opportunities to help them follow their dreams and become well rounded individuals. community to reflect their aspirations for their children and support them to address the barriers that may exist in terms of personal circumstances in accessing life experiences.

We work in partnership with our community to develop awareness of social and emotional skills necessary to create stability in our children's lives so that they are able to learn.

We continue to develop the receptive and expressive language needed to express in learning and express themselves in life.

Our curriculum is well designed to address potential barriers to learning and to promote high levels of engagement .

Our curriculum is progressive so that children can build upon prior skills and knowledge.

Our curriculum is designed to enrich the lives of our children so that they can have future life choices.

Our curriculum is designed to give children the language to understand, articulate and express themselves.

Our curriculum provides children with the opportunity to explore their Gifts and Talents

Our curriculum is designed to help children to develop their awareness in order to make Healthy Life style choices.

Our curriculum promotes activity and active thinking; thinking positively; acting on their emotions

Learning opportunities have been designed to enable our children to flourish and grow!

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## Big ideas



### Humankind

Understanding what it means to be human and how human behaviour has shaped the world.



### Nature

Understanding the complexities of the plant and animal species that inhabit the world.



### Processes

Understanding the many dynamic and physical processes that shape the world.



### Place

Understanding the visual, cultural, social, and environmental aspects of places around the world.



### Creativity

Understanding the creative process and how everyday and exceptional creativity can shape the world.



### Comparison

Understanding how and why things are the same or different.



### Investigation

Understanding the importance of investigation and how this has led to significant change in the world.



### Significance

Understanding why significant people, places, events and inventions matter and how they have shaped the world.



### Materials

Understanding the properties of all matter, living and non-living.



### Change

Understanding why and how things have changed over time.

## Mission statement

'Following Jesus The Good Shepherd in all we Say and do.'



### General principles

Our curriculum will give children the opportunity to:

- understand the purpose and value of their learning and see its relevance to their past, present and future
- experience the challenge and enjoyment of learning
- see clear links between different aspects of their learning

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- learn within a coherent and progressive framework
- develop a rich and deep subject knowledge
- develop new skills through a variety of interesting contexts



### SMSC/FBV

Our curriculum will give children the opportunity to:

- Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity
- Democracy - Be part of a system where everyone plays an equal part
- Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences



### Well-being

Our curriculum will give children the opportunity to:

- recognise that people are good at different things
- reflect and think mindfully about their learning
- build respectful friendships
- develop self-esteem and confidence in their abilities
- learn how to respect themselves and others



### Pupil voice

Our curriculum will give children the opportunity to:

- express their opinions on a range of different topics and issues
- take part in democratic activities across the curriculum
- explore ways of becoming an active citizen
- make choices about things that are important to them
- make a positive contribution to the school and local community

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## Pedagogy

Our curriculum will be taught through a pedagogy that:

- offers all children a memorable experience at the start of every topic
- enables children to reflect on and evaluate their learning
- enables and fosters children's natural curiosity
- promotes problem solving, creativity and communication
- excites, promotes and sustains children's interest



## Enrichment

We will enrich our curriculum by:

- offering opportunities for children to learn outdoors
- holding specialist curriculum days or weeks
- welcoming parents and carers to take part in children's learning and experiences
- providing on and off-site subject or topic related activities
- developing partnerships with external providers that extend children's opportunities for learning

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Teaching is well structured and follows the framework below:

Teaching and learning is underpinned by the best and most current research, alongside tried and tested routines and practices that allow our children to secure the very best outcomes within the framework of a traditional and academically rigorous curriculum. The pedagogy which underpins the curriculum empowers children to become confident learners.

Although all elements might not appear in every single lesson, many of them are expected to appear in a sequence of lessons.

Our core values and principles for every lesson.	What does this look like in a lesson?
"Meet, Greet, ready to learn " (Do it now tasks.)	This is a task presented to children as they enter the classroom. <b>A "Do it now" task is</b> about embedding retrieval tasks into every lesson to help children with their long term memory. <b>This is</b> to hook the children into the learning ; <b>this is</b> to set the standards for behaviour for learning.
We have very high expectations of every child in our school.	<b>High expectations is</b> planning challenging activities for all children. <b>This is</b> noticing when any child isn't on task or engaging fully. <b>This is</b> ensuring all children answer most questions.  <b>We are mindful</b> of not directing the questions to particular children.



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Assessment is used to progress learning.	<p><b>Assessment is</b> using a range of feedback strategies which children act upon. <b>Assessment is</b> for children to make or exceed expected progress. <b>This is</b> making sure RAP (reflect and progress) is built into our lessons. <b>Assessment</b> uses the marking cycles to pick up on children misconceptions and to plan the next sequence of lessons. <b>Assessment is</b> having an annotated seating plan which is used for planning and which is flexible to the needs of different groups of children.</p>
	<p><b>Assessment is not</b> creating tests which have no retrieval practise or point in the sequence of lessons. <b>Assessment is not</b> marking for the sake of marking, with no feedback to be acted upon by the children .</p>
Questioning is used to develop thinking.	<p><b>Questioning is</b> planning questions with a positive “no opt out culture”. <b>Questioning is</b> where questions are planned to deepen understanding with a “cold calling” technique used. <b>This is</b> when question cards are used from around all whiteboards/ smart boards, to extend children’s questioning. <b>Questioning is</b> using questions to open up the curriculum and to motivate all children .</p> <p><b>We understand that it is important</b> not to ask the same children the same type of question. Or simply, directing the challenging questions to the high ability students.</p> <p><b>Questioning is</b> re-shaping the same challenging question so all children can answer it.</p>



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<p>Lessons are planned from a curriculum which is more than a series of lessons. It is a rich tapestry woven together.</p>	<p><b>This is</b> where there are a number of retrieval tasks planned within the lessons; for example, every Monday review last week's work, every fourth, Monday review the previous month's work. <b>This is</b> where children will be able to make connections in familiar and unfamiliar contexts.</p> <p><b>We understand that</b> this is not having stand-alone lessons but making sure there is a sequence, so that characters, themes, ideologies, skills are introduced over time and brought back over and over again.</p>
<p>Modelling is a key part of every sequence of lessons.</p>	<p><b>Modelling is</b> where, in maths, you solve a problem step by step on the board whilst thinking aloud; in science, where you provide a mixture of problems and solutions or worked examples; in English, Geography, History, where you model an opening paragraph which is the same model across the Trust.</p> <p>Then children can confidently attempt writing. <b>This is</b> where you read aloud to the class, making sure they have all heard the language in the correct context. <b>This is</b> seen in creative lessons where you will draw, make, and dance so the children learn from the expert in the room.</p> <p><b>We understand that modelling</b> is not just distributing lots of information which then overloads the brain. Modelling is the co facilitation where children learn to access the skills in order to acquire new knowledge.</p>
<p>The development of language is central to all our planning.</p>	<p><b>Language is</b> enabling students to think, pose questions and engage in challenging rhetoric.</p> <p><b>We understand that</b> language is helping and supporting children to phrase their responses appropriately .</p>





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Differentiation always has an impact on learning.	<p><b>Differentiation is</b> giving every child the chance to struggle with demanding material. <b>Differentiation is</b> when the teacher models exercises and is able to pick up on misconceptions through live feedback in the classroom. <b>This is not</b> achieved through pre-planned worksheets. As David Didau states “differentiation is where teachers are flexible and skilled enough to be able to veer off piste to collect up confused students as and when required.”</p> <p><b>We are proactive in addressing some aspects of traditional practice that is no longer relevant in current thinking and therefore understand that Differentiation is not achieved through pre planned</b> worksheets according to children’s ability as this puts a cap on their ability. We understand that Differentiation is not a series of closed exercises; this does not allow them to make sense of the content on their own terms. We understand that Differentiation should not restrict addressing misconceptions or work which has less cognitive challenge in them.</p>
A positive contribution to life at School is made every day, which embeds our Schools’ core values.	<p><b>This is</b> when a range of personal qualities and skills are demonstrated within the lessons and during other aspects of the School day. <b>This is</b> how you encourage the children, foster their acute emotional intelligence and you help children to have effective communication skills. <b>This is</b> enhancing their creativity and helping them become reflective learners.</p> <p><b>We understand</b> that this is not about confining teachers to the classroom, it is about recognising the need to contribute to the wider life of the school so that positive relationships are built.</p>

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## Entitlement

Pupil Group	Educational visits (off-site)	Educational visitors (on-site)	Residential visits	Outdoor learning (e.g. Forest Schools)	Arts and culture	Community and partnership learning	Specialist curriculum days	Allocated total budget
Year 1	2 sessions	1 sessions					6 sessions	
Year 2	2 sessions	1 sessions					6 sessions	
Year 3	2 sessions							
Year 4	2 sessions	2 sessions						
Year 5	2 sessions							
Year 6	2 sessions	2 sessions	1 sessions					
Totals	12 sessions	6 sessions	1 sessions	0 sessions	0 sessions	0 sessions	12 sessions	£0.00