

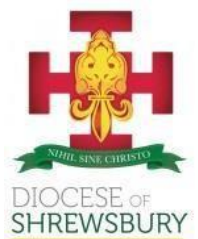
OUR BLESSED SAINTS FEDERATION SS PETER AND PAUL CATHOLIC PRIMARY



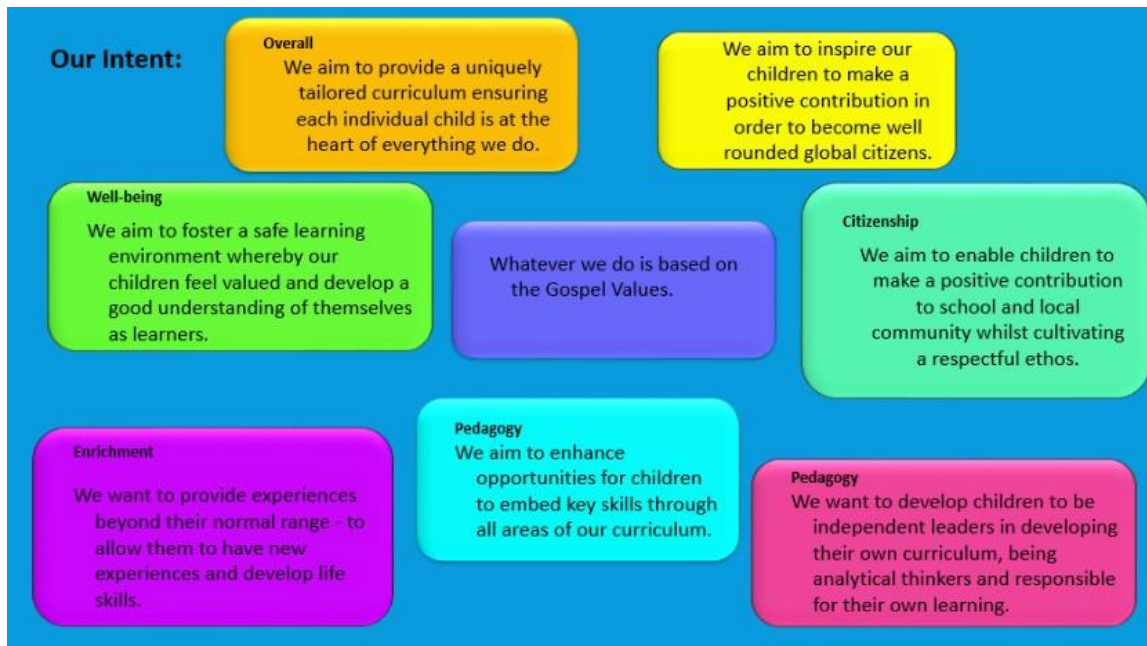
Curriculum policy

MISSION STATEMENT

Jesus Christ said, "Your light must shine before people, so that they will see the good things you do and praise your Father in heaven." (Matt.5:16)



Key Principles of our curriculum.



The curriculum:

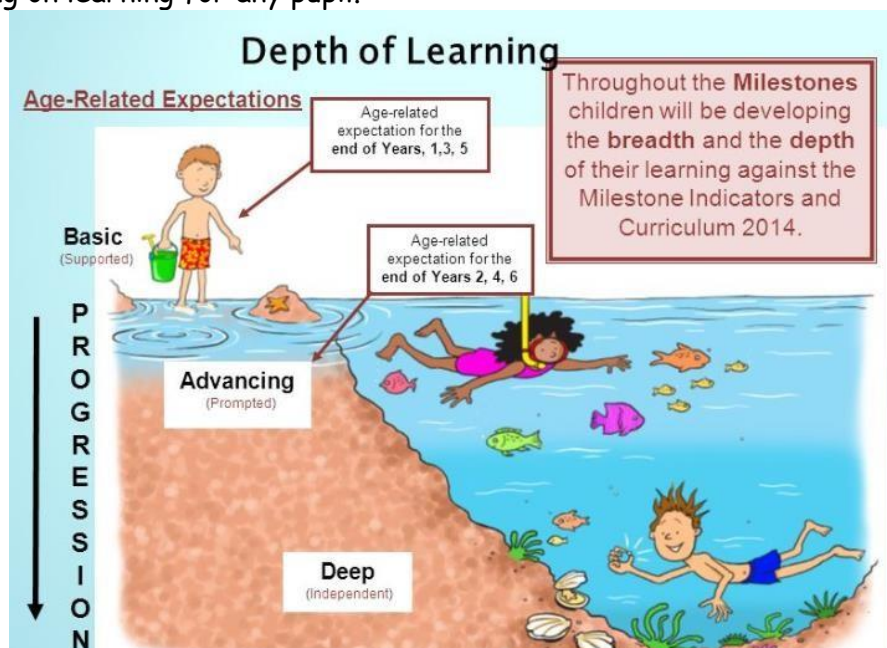
- Is underpinned by The Catholic ethos and gospel values
- Raises aspirations for all pupils
- Is purposeful and relevant and ensures that learning is contextualised
- Inspires and immerses pupils in their learning
- Develops a growth mind set
- Celebrates the process of learning rather than just the product and ensures that failing is seen as an opportunity for new learning
- Ensures that they are secondary ready by being balanced on skills and knowledge.
- Is memorable and experiential - ensuring that all pupils have opportunities to experiences that will offer enrichment
- Develops strong relations with the community; the school, local and wider community
- Promotes SMSC and British Values throughout their learning journeys

What do we do and how do we do it...in more detail:

At SS Peter and Paul, our creative curriculum motivates, engages and inspires the pupils through a series of learning journeys that we have titled 'mini-adventures'. All of the curriculum areas (with exception of RE) are then delivered through this adventure. The beginning of each adventure is designed to hook all pupils in and acts as the 'launch' to the learning. Pupils are also made aware of what the 'landing' for this adventure will be so that they can always put their learning into context across the mini adventure.

The learning journey that the pupils go on, covers all subjects and are captured in their mini-adventure books. The adventures allow for clear coverage of the National Curriculum. Coverage of curriculum areas is evident in the schools' curriculum coverage grid.

Teaching and learning is underpinned by cognitive challenge. Teachers use the model of 'Basic, Advancing, Deep' to ensure differentiation is appropriate and does not place a glass ceiling on learning for any pupil.



Differentiation occurs by careful and strategic task matching and questioning, and staff create the correct conditions for learning by delivering learning centralising around an Essential Threshold concept and providing opportunities for depth within this.

The threshold concepts are tunnels of learning that the children will regularly re-visit throughout their primary education and will be built upon as their understanding develops. There are 3 key phases that the curriculum follows through and within these are the milestones which are differentiated for every child.

We commit to ensuring that the environment engages and inspires pupils but is also language rich to support the pupils' oracy and writing development throughout the mini-adventure.

Our curriculum provides the children with opportunities to develop their tier 3 (subject specific vocabulary), this is carefully matched to age and development and ensures previous vocabulary is built up and developed as the children move through school. Classrooms provide language rich environments to support all learners. (Please see vocabulary section in Literacy Policy)

A focus for our mini-adventures learning is to prepare our pupils to be 'secondary ready' by the time they leave SS Peter and Paul. This is achieved by providing contextualized, purposeful learning that develop 'life skills' and focuses on pupils' development in becoming writers, mathematicians, historians and geographers etc.

At SS Peter and Paul, our learning attitudes framework of 'Building Learning Power' and Calm Brain is central in encouraging pupils to be responsible for their learning attitudes. Throughout the adventures, pupils are given opportunities to reflect on how their learning attitudes are developing in accordance to the SS Peter and Paul learning values. Pupils demonstrating these attitudes are recognised and rewarded within the classroom and the whole school celebration assembly. (See behaviour policy)

At SS Peter and Paul, teachers ask 'big questions' as the children embark on their knowledge and skill journeys. The children are also given opportunity to generate their own big questions - ensuring that the responsibility and ownership of their learning lies with the child. To reiterate and embed the purposeful learning, the children return to the big questions and reflect on their learning throughout the sessions.

At SS Peter and Paul, teachers ask three questions as they embark on their journey to know that learning is secure and purposeful: What are we learning about? Why are we learning about it? How will we know if we have been successful/ How are we learning this? Pupils then return back to these questions during the learning sessions to allow them to reflect on their learning.

The quote, 'illusion of choice but perception of control' underpins our philosophy to learning as pupils believe that the learning objective and success criteria is pupil generated. We believe that this adds autonomy and purpose to the pupils' learning and consequently immerses the pupils in the learning journey.

At SS Peter and Paul, we believe the bridge between teaching and learning is assessment. Therefore, our feedback policy is an integral aspect to the curriculum. The feedback policy ensures that learning is addressed and celebrated or moved forward in accordance to the essential threshold concept, where the planning has been derived

from. Through the use of 'Closing the gap' or CTG time, pupils are given time to reflect on the feedback that the teacher gives and the expectation of this reflection is of the highest standard across the school. Feedback at SS Peter and Paul is positive, reflective, challenging and provides opportunities for a teacher to communicate how successful a piece of work is and how this can be further improved. (Please see the Feedback Policy for further details). Add link for website

SS Peter and Paul curriculum utilises the evidence-based approach of Chris Quigley's Depth of Learning and threshold concepts to assess and track pupils' current progress and cumulative progress across their primary experience.