



St. Ann's
Catholic Primary School
a Voluntary Academy

Curriculum

Policy Document

This policy has been developed and agreed by staff and governors at St Ann's Catholic Primary School, a Voluntary Academy

Approved: June 2018
Reviewed: September 2020
Next review: September 2021

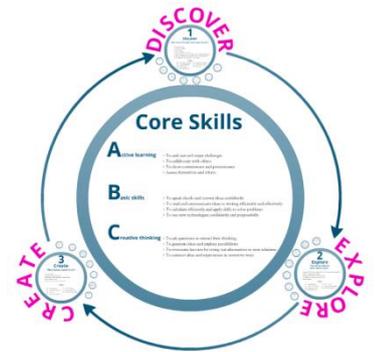
Purpose:

We believe that the purpose of education is to bring about goodness: human flourishing.

We believe that to do this, our curriculum should develop knowledge *and* skills; it should encourage independence, curiosity and creativity; produce collaborators, innovators, leaders and, above all, it should help our children to understand what it means to be human.

Structure and Organisation:

Our curriculum is organised into three areas, 'Discover', 'Explore' and 'Create'. Central to the curriculum are Core Skills that underpin everything we do:



Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Working across three terms allows us to explore areas of the curriculum in greater depth. In the autumn term, the main theme is History; in the spring term, its Geography and STEM, and in the summer term, we focus on the Arts. Further skills are mapped to each term and embedded throughout the year:

Discover: History

- Plan and research
- Analyse and evaluate
- Show empathy
- Show a commitment to justice
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Communicate their learning in relevant ways

Explore: Geography & STEM

- Recognise that they can impact their environment and community
- Show a commitment to justice
- Recognise their roles as Global citizens
- Communicate learning in relevant ways
- Show empathy

Create: Arts

- Show flexibility
- Organise time and resources
- Communicate their learning in relevant ways
- Work towards a goal
- Adapt ideas as circumstances change

Curriculum planning: A pedagogy of possibility

'We're here to put a dent in the universe.'

Steve Jobs

We believe that our children deserve inspirational learning opportunities. **BRAVE** curriculum planning ensures that children are immersed in exciting projects with authentic outcomes. They are challenged to work creatively whilst deepening their knowledge and understanding through highly engaging and memorable experiences.

Bold

Using a project based learning model, essential questions are generated as drivers for broad and multi-layered projects. Children are encouraged to expand their horizons and to take responsibility for their learning.

Relevant

All our projects are contextualised, culturally relevant and purposeful. Children work towards authentic outcomes and engage with critical audiences.

Aspirational

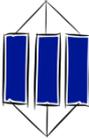
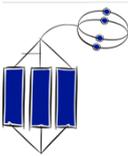
We have exceptionally high expectations of learning and outcome. Our curriculum is designed to allow children to engage in real world projects, which, when combined with the process of critique and redrafting, ensures that our children are instilled with the desire to produce beautiful work.

Varied – Projects use a combination of direct teaching, facilitated learning and guided discovery. Children work alongside experts and professionals, take part in visits and residential trips and learn both indoors and out. Our classroom environments are designed to encourage children to work collaboratively, flexibly and with high levels of independence.

Enterprising – Our children work on projects that involve complex issues. In doing so, they develop an understanding of what is possible and a belief that they can make a difference.

Assessment:

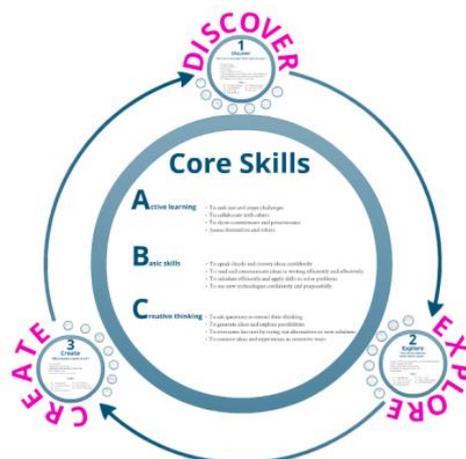
All Foundation subjects have rigorous skills progression grids which ensure that key subject-specific learning is embedded throughout each project. This is assessed using SOLO taxonomy as a means of classifying learning outcomes in terms of complexity, allowing us to assess mastery across the curriculum by focusing on depth and quality of learning rather than simply coverage.

<p>Developing</p>		<p>Multi-structural: Several relevant individual aspects of learning are evident</p>
<p>Secure</p>		<p>Relational: Different aspects of learning are linked and integrated, contributing to a deeper and more coherent understanding of the whole.</p>
<p>Enriched</p>		<p>Extended Abstract: Relational learning is re-thought at a conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or the creation of new understanding.</p>

Curriculum

The curriculum structure and development. Core, skills form non-freedom and confidence develop the content of

Research is used to levels of reflectiveness shared commitment to



Development:

allows continued innovation themed and subject-specific negotiables allowing us the to change, adapt and individual projects.

inform practice and high throughout school lead to a continued development.