



# St Albert's

## Foundation Curriculum 2018



### Curriculum Intent

St Albert's curriculum is closely designed around our school mission and vision statements and has been developed to support the needs of our community and the child as a whole.

Our curriculum is designed to be *creative, inspiring, challenging and memorable and to provide the children with opportunities where doors are opened to dream for the future.*

Encompassed within our vision, is the need for pupils to be exposed to a range of topics and experiences that broadens their understanding and equips them with the skills our children need to be *successful, confident, life-long learners who reach their full potential*. Due to context of our school, we endeavour to enable all our pupils to acquire the knowledge, skills and attitudes needed to enable them to thrive.

We believe access to a high quality, broad and balanced curriculum is the right of all pupils. Our curriculum is designed to be a 'Knowledge Rich Curriculum' and our curriculum overview ensures that the children acquire a depth of knowledge and in all areas of the curriculum. We have a cross-curricular topic approach and, alongside this, we build in enriching and enlivening topic weeks which immerse the children in a variety of current and relevant themes.

A curriculum that is literacy rich and language rich is a must for our school if we are to open doors for the children's futures. We, therefore, place a high focus on developing the children's vocabulary and spoken skills and use quality texts to do this. Reading is at the heart of our school and central to the children's learning.

An overarching focus of our curriculum is our commitment to current affairs and the world around us. We strongly believe that for the children to develop as future citizens it is vitally important that they are exposed to, and aware of, current debates, attitudes and dilemmas enabling them to form opinions and develop intellectual enquiry, thinking and communication skills. The importance of British Values, diversity and global learning are continually promoted to ensure children are ready for life in Modern Britain and beyond.

As a Catholic School, we strive to ensure that the children receive an enriching experience/curriculum which reflects the person of Christ and the message the church received from him.

Our school developed a poem which is at the heart of our school prospectus entitled St Albert's is the place to be.... Our aim, via the curriculum, is to ensure that every child has a place to be the best that they can be.



**Knowledge-** We have a Knowledge led curriculum and the importance of the children rapidly gaining embedded knowledge in all areas is given high priority. Key Knowledge is identified at the beginning of topics through Knowledge Organisers. Children are continually tested on the knowledge gained within topics to help embed their learning.

**Revisiting, Recalling and Remembering (MEMORY)** – in order to embed knowledge we revisit work regularly throughout the topic and throughout the year making links whenever possible. We use a formal approach called the 3 Rs (recall, remember and review) and have introduced Knowledge Quizzes and reviews on a weekly, termly and yearly basis.

**Skills** – we have created a curriculum that provides many opportunities for the children to develop and demonstrate independence, thinking skills, creativity, collaboration and active learning and participation. These skills are developed at the same time as knowledge is acquired but each term there is a focus on one of the skills

**Assessment** – through the teaching of key knowledge and skills, teachers are able to assess pupil outcomes against a clear and explicit measure of success. At present, the Lancs Assessment materials sit alongside Not as You Know it. For Science we have recently purchased end of topic reviews. This is done throughout the year and in the summer term it is triangulated. We also use knowledge quizzes to test knowledge and how much children know at the end of a topic and year.

**Quality of Teaching** – A high priority is given to the **Continual Professional Development** of all teachers in **all** areas of the curriculum.

**Quality of Leadership**– A team approach to Foundation Subject Leadership is encouraged with all teachers assigned to a curriculum team. A Curriculum Leader is, however, responsible for the overarching development of a number of areas. Leaders are continually being developed and are increasingly involved in the monitoring of subjects.

**Literacy Links-** Reading and Writing are a feature of all Foundations Subjects. Links between reading and writing and the foundation subjects are encouraged. The Power of Reading, The Literacy Tree and Lancs suggested books are used. Reading and Writing feature heavily in the Foundation Subjects.

**Communication and Language-** Developing communication and oral skills is a feature of all Foundation subjects. Extending **vocabulary** and ensuring subject specific vocabulary is taught and is a feature of planning and display.

**PSHCE** – PSCHE features heavily within our timetable and the Jigsaw scheme is used. Well being, health and fitness, equality and British Values feature heavily here and also thread their way through all areas of the curriculum.

# Impact

**Assessment** – through the teaching of key knowledge and skills, teachers are able to assess pupil outcomes against a clear and explicit measure of success. At present, the Lancs Assessment materials sit alongside Not as You Know it.

Results in each subject are monitored and tracked. Areas of strength and weaknesses are also identified and action plans are drawn up. Medium term plans are evaluated.

Consultations with children to determine knowledge will form a significant part of assessment.

Both summative and formative assessment approaches are used.

Children are regularly tested on knowledge gained and retained.

**Quality of Leadership**– A team approach to Foundation Subject Leadership is encouraged with all teachers contributing. A Curriculum Leader is however responsible for the overarching development of a number of areas. Two new Curriculum leaders were recently interviewed and they receive a TLR for undertaking their duties. They are given staff meeting time and Curriculum leadership days to support facilitation of their role. Leaders are continually being developed and are increasingly involved in the monitoring of subjects

**Monitoring Cycle** – A cycle of monitoring takes place which includes lesson observations, book scrutiny, learning walks and pupil consultations. Foundation Subjects are included in the cycle of monitoring and the new curriculum leaders are involved in this alongside the SLT and the SIP.

