



# St Albert's



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 all 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 an 'Expansive, Knowledge Rich Curriculum' and our curriculum overview ensures that the children acquire a depth of knowledge 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. Whilst the curriculum is rich in knowledge we also want our children to expand their learning beyond the knowledge base (substantive) ensuring they make links and deepen their learning through application (disciplinary).

A curriculum that is literacy rich and language rich is 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 and we teach through the use of quality texts (Teach through Text).

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

We are an inclusive school and the importance of all of our children achieving to the best of their ability, through high expectations and high aspirations, whatever their vulnerabilities are, is a driving force. We work hard to ensure that the correct identification, support and interventions are in place so that everyone's needs are met, welcomed and embraced. 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.

# Implementation



**Cross curricular** - Our approach to the Foundation Subject is cross curricular and we seek opportunities to make authentic links with the core subjects whenever possible. The Lancs scheme is used and a school overview is used to ensure sequential learning.

**Driver** – In each cross curricular topic a foundation subject will feature more heavily and this is known as the driver topic.

**WOW**- a wow experience is expected within each topic to hook the children in and make their experiences memorable.

**Stand alone** – Some Foundation subjects are primarily stand alone for example PE, MFL and Music although links are still sought whenever appropriate. For PE we use the Rising Stars Champions SOW, for MFL we use Janet Lloyd SOW and for Music we use Charanga. Health and Fitness feature strongly throughout the curriculum and children are encouraged to participate in 30 minutes of fitness each day.

**Topic Weeks-** approximately 4 whole school topic weeks take place throughout the year. These are determined by the school needs or relevant, upcoming themes. A cross curricular approach is encouraged

**RE-** As a Catholic school, the RE curriculum is central to the whole school curriculum and underpins all teaching. It is a core subject and we follow the 'Come and See' scheme of work with timetable collective worship and daily lessons.

**Information Station-** Information Station takes place daily for 15 minutes. It is an opportunity for the children to learn about, discuss and debate current affairs or themes. It is oral based and looks different in each class as it is determined by the subject matter chosen by the teacher and class. It is an opportunity to broaden children's knowledge and develop their vocabulary and spoken language.

**Timetabling-** Foundation subjects are timetabled to take place each week, predominately in the afternoon

**National Curriculum** – through expert understanding of the statutory requirements we have created a curriculum offer that build high level knowledge, skills and understanding for ALL pupils. It is broad, balanced and promotes depth of study.

**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** – PSHE 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.

