



Curriculum Intent

St John Bosco Primary catholic school is committed to maintain and develop Catholic Education. The message of 'Christ at the Centre' is held at the core of our curriculum vision. We work in partnership with the community of Bishop Chadwick Education Trust to provide a unique curriculum suited to the needs of our children, this is based on some shared principles which include:

Individual Formation Rooted in Gospel Values, by ensuring:

- ❖ every child or young persons' journey into adulthood is a journey of faith; one that recognises that true justice, peace and human freedom require, first and foremost, respect for the dignity of human life: equal in the eyes of the Lord; equality through education
- ❖ a broad and balanced education, committed to the formation of the whole person through simultaneously developing their physical, moral, spiritual and intellectual talents. In this way preparing the child and young person to take an active and responsible part in social life
- ❖ every school fulfils the call to be examples of living out the Gospel values found rooted in The Beatitudes. These values should be unpacked and understood and pupils supported to relate them to their lives both at school, at home and in society

The Significance of the School, by ensuring:

- ❖ it is a hub for the entire community; a centre for extended services and a source of immense pride for all
- ❖ a transparency of curriculum content that makes families and professionals unite around the single core purpose, namely that of providing the very best education for each individual child
- ❖ a safe place whereby fundamental British Values and citizenship are promoted
- ❖ Excellent collaboration between primary and secondary determines a progressive curriculum across all phases

- ❖ Outstanding pedagogy

Our Pupil Offer, by ensuring:

- ❖ all learners, including the most disadvantaged pupils and pupils with SEND, are provided with the knowledge, skills and cultural capital they require for future learning and employment
- ❖ fundamental skills of reading, writing and number are well established from an early age and academic rigour stretches and challenges as appropriate to each pupil and phase
- ❖ learners have access to a vibrant, broad and balanced curriculum for as long as possible, narrowing the curriculum for subject specialisms only when it is appropriate to do so
- ❖ educational enrichment opportunities, including experiences, visits and visitors are central to our vision
- ❖ a clear strategy for pupil progression is in place
- ❖ teaching for mastery is promoted across all subjects and disciplines
- ❖ a love of reading, for pleasure and academic excellence is promoted
- ❖ the mastery of grammar, spelling (including phonics) and vocabulary to ensure accuracy of writing
- ❖ metacognition and critical thinking are planned for and taught across the curriculum
- ❖ learning as a shift of knowledge from short term to the long term memory is prioritised

Curriculum Implementation

Leaders will realise the intentions of the curriculum, by ensuring that it is innovative, and that implementation plans within an institution are appropriate for its own individual context. The curriculum of St John Bosco will focus on the following shared principles:

Curriculum Delivery and Content:

- ❖ the curriculum is compatible with the key requirements of the National Curriculum
- ❖ robust collaboration occurs between all phases ensuring it is progressive

- ❖ basic skills teaching is fundamental to improving the life chances of all pupils
- ❖ early year's provision follows the EYFS, and the interpretation of this provides a sensitive balance of child initiated and adult-led learning using continuous play and small group activities
- ❖ throughout Key Stage 1 and 2, pupils receive a broad and rich curriculum, taught primarily as discrete subjects or through combining subjects when this is appropriate.
- ❖ the curriculum is mapped to demonstrate the component knowledge and techniques needed to retain (residual knowledge), sequenced coherently to support the acquisition of key concepts
- ❖ components are repeated over time, ensuring all pupils practise retrieval
- ❖ a language-rich environment is provided, in relation to the different tiers of vocabulary, explicit teaching of the word in context is essential
- ❖ a rigorous approach to the teaching of reading develops learners' confidence and enjoyment. Reading materials will be closely matched to learners' phonics knowledge
- ❖ individual subject disciplines are explicitly taught ensuring pupils become experts
- ❖ metacognition plays a pivotal role within our teaching sequences
- ❖ subject specific CPD will be provided to enhance teaching and learning
- ❖ learners are taught to remember, long term, content. They will integrate new knowledge into larger concepts. Learning is organised around key enquiry questions
- ❖ teachers are ambitious for their learners and create an environment focused on learning
- ❖ enrichment ensures that learning connects to purpose, context and real-life application

Assessment:

- ❖ accurate assessment procedures are used to maximise progress from their starting points

- ❖ data will be purposeful and used effectively to enhance school and individual provision
- ❖ teachers use on-going assessment to evaluate the learning of all pupils and ensure that next steps are specifically planned for at the age expected and greater depth standard

Preparation for the World of Work:

- ❖ the curriculum should teach pupils how to turn education into opportunity, this includes making the most of learning time outside the formal timetable, for our pupils, the curriculum should be designed to make it easy for them to demonstrate what they have learned when they move to their next phase of education.

Curriculum Impact

St John Bosco Catholic School will use regular and robust triangulated monitoring to evaluate the impact of our curriculum design. This will incorporate a range of analysis including: Pupil achievement data; Attendance rates; Behaviour; Extra Curriculum take up; Pupil Voice; Parent questionnaires; Lesson observations and curriculum reviews.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. With this, pupils will become inquisitive learners who are motivated to excel and who have a thirst for learning. The Trust considers the greatest impact of the curriculum to be high rates of pupil progress.

Progress in:

- ❖ pupils' physical, moral and intellectual talents that inform their choices and actions as people
- ❖ the development of knowledge: Progress in knowing more, remembering more, making links and applying knowledge
- ❖ pupil understanding of how well they are doing, both in relation to themselves and others

The importance in ensuring all pupils are provided with the opportunity to flourish as a whole and complete person:

We place Christ at the centre of everything we do, integrating the Gospel Values into every aspect of learning, teaching and social life of each partner school.

The young people in our care contribute positively to the wider society by developing values and morals that inform choices and actions, which promote respect for the rights of every human person.

Working with parents across the trust, we equip all our pupils to lead full, active, vibrant lives where the child thrives and makes tangible contributions by serving others and their community, ensuring the journey to adulthood is a journey of faith.

The importance of developing a focus on knowledge to help improve the rate of progress:

A well-rounded, knowledge-specific curriculum is required to overcome inequality of opportunity on entry. Leaders will give careful consideration to curriculum coherence across disciplines. Sequential components of learning will cover:

- ❖ Knowledge of vocabulary (and literacy in general)
- ❖ Knowledge of events, people and places
- ❖ Knowledge of ideas and concepts drawn from subjects
- ❖ Knowledge of procedures
- ❖ Knowledge of interconnected webs of concepts (schema)

The importance of the acquisition of 21st century skills:

As part of Bishop Chadwick Trust Schools we will work extensively with local and national employers to provide real life experiences of the world of work reinforcing the transferable nature of knowledge from school to the world of work. To prepare for a wildly uncertain future our pupils will need not just academic qualifications but above all emotional and mental flexibility and resilience; they will be young people of character and strength who work hard to have a positive impact on their local community and world around them.