



Our Lady's Catholic Primary School

Curriculum Policy

Date reviewed	Next review
March 2025	March 2026
Signed (Chair of Governors)	
<i>Margaret McAleese</i>	

Rationale

Our Lady's Catholic Primary School is inspired and guided by Jesus Christ. We therefore promote the dignity and wellbeing of every child and ensure that they flourish with us in an enjoyable, safe and enriching environment. We believe that everyone is gifted and called by God to fulfil a service for the greater good of society. As a result of this, our curriculum is underpinned by the teachings of Jesus Christ and Gospel values which permeate school life and all that we do. Through an engaging, varied yet challenging curriculum we strive for the highest standards of achievement. Furthermore, the development of the whole child is also critical in enabling them to blossom into life-long learners and grow into active, thoughtful and global citizens.

The curriculum we offer incorporates the requirements of the National Curriculum. It also encompasses a range of opportunities (continuous provision, project management, outdoor learning, forest school inspired learning, Multiple Intelligences and Fundamental British Values) and cross-curricular approaches which build on the knowledge, understanding and skills of all children, whatever their starting point. Leaders and teachers have worked collectively to design a coherent curriculum covering all core and foundation subjects. We intend to deliver this curriculum at the highest standards to enable all of our pupils to acquire sufficient knowledge to be successful in their next stage of education and to lay a firm foundation for future learning.

Our Lady's Catholic Primary School curriculum has high expectations to combine deep knowledge and understanding with transferable skills. It is delivered with the intent of allowing pupils to develop oracy skills with a wide breadth of vocabulary as well as providing opportunities for them to apply their knowledge and skills across the curriculum confidently and competently. This is supported by inviting classroom environments, which stimulate and engage quality thinking and reasoning. Physical and mental wellbeing are key within our curriculum allowing children opportunities to exhibit spiritual, moral, social and cultural understanding. Furthermore, we consider it our duty to foster equality, ensuring our curriculum addresses disadvantage and aspires to close the gap.

Aims

At Our Lady's Catholic Primary School, all stakeholders undertake to:

- promote that has Christ at the heart of everything we do;
- provide a broad and balanced education, incorporating the full range of the National Curriculum subjects that has knowledge and vocabulary at the heart of learning;
- promote the learning and development of all pupils ensuring that they are ready for the next stage of their educational career;
- ensure equal and inclusive access to learning for all pupils, with high expectations for every child (irrespective of background and additional needs) that appropriately challenges and offer support;
- provide a rich and diverse curriculum that enables pupils to see the world from a range of perspectives;
- a curriculum that provides opportunities to embed basic skills and express knowledge in a variety of ways which underpins the application of skills and concepts in different contexts providing opportunities to delve deeper into their learning, building on skills and knowledge progressively each year;
- develop individual resilience, perseverance, challenge and support so that pupils have the confidence to aim high, aspire to more and reach their true potential;
- provide opportunities for pupils to experience enrichment opportunities which they would not have readily available at home promoting the development of pupils' interests, strengths and hobbies and effectively utilise the expertise and special interests of members of staff and the wider community;
- respond to findings from pupil voice and school data to ensure it is bespoke to their needs and reflects the ever changing world, locally, nationally and globally;
- supports pupils and their families to know how to live healthy lifestyles - with a focus

on physical need, safeguarding and personal wellbeing;

- shows pupils how to learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team using their school values and learning behaviours;
- allows pupils to become successful lifelong learners who enjoy learning, knowing their strengths and areas for development enabling pupil's creativity to flourish through a wide range of learning opportunities and teaching methods;
- support pupils to make informed choices, gaining experiences and developing a sense of responsibility for their future so that they are active global citizens.

Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

The Governing Board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing board will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND);
- Our Lady's implements the relevant statutory assessment arrangements;
- Our Lady's participates actively in decision-making about the breadth and balance of the curriculum;
- it fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the school's procedures for assessment meet all legal requirements;
- the governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing board is advised on whole-school targets in order to make informed decisions;
- proper provision is in place for pupils with different abilities and needs, including children with SEND.

Subject Leaders

It is the role of the subject leaders to keep up-to-date with developments in their subjects, at both national and local level. They review the way the subject is taught and plan for improvements. The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer guidance and advice to colleagues on issues related to the subject area;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in their subject area by working alongside colleagues, work scrutinises, pupil interviews and lesson observations;
- monitor and evaluate teachers' planning and teaching;
- keep self and others staff up-to-date with developments in their subject areas by relevant reading, training and Insets;
- liaise with appropriate bodies e.g. other schools, governors, diocese, the LA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff.

1. Curriculum Drivers

Our Lady's curriculum drivers serve as the foundations for a challenging and carefully designed and sequenced, enquiry-driven curriculum, and inform the design of lessons and the teaching strategies and pedagogy which support it. The knowledge, skills, concepts and vocabulary pupils acquire have been carefully mapped in each subject area to ensure that the curriculum as a whole allows all pupils, irrespective of their starting points, to progressively build a concrete and well-rounded understanding of the world in which they live, and equips them with the knowledge that enables them to make connections, question and make sense of what they see, hear and read. Our curriculum must equip children with the knowledge, skills and understanding which will enable them to express themselves clearly and articulately; the ability to empathise, get on and work alongside people who may be very different to themselves; and to draw on their breadth and depth of knowledge and skills to think creatively and critically around new problems and challenges. As a school our 'Curriculum Key Drivers' are:

OUR FAITH	ASPIRATIONAL	COMMUNITY
KNOWLEDGE OF THE WORLD	COMMUNICATION	HEALTHY LIFESTYLES

OUR FAITH	‘Jesus the teacher guides our every step, leading the way, inspiring us every day.’ Our curriculum is underpinned by a Catholic education based on the life and teachings of Jesus Christ, in which the values of the Gospel underpins all aspects of school life. It is important that our pupils leave us as loving and respectful individuals, who embody our school values which are based on the Beatitudes ensuring pupils become ‘Mission Makers’ (Being Humble, Service to All, Compassion, Forgiveness, Truthfulness, Faithfulness and Peacemaker). We endeavour to instill into our pupils the knowledge and skills they need to become part of their own and wider global community through the adoption of the Catholic Social Teaching Strands (Care of the Common Home, Family and Community, Rights and Responsibilities, Care for the Poor and Vulnerable, Solidarity, Dignity of the Worker and Human Dignity). Our pupils are encouraging role models who want to inspire others by doing the right thing at all times, even when it is difficult.
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ASPIRATIONAL

Aspiration is the hope, desire or ambition to strive to achieve potential through hard work, team work, creativity, independence and positive learning attitudes as they become 'Learning Champions'. We want our pupils to be the best they can possibly be and to challenge themselves as learners encouraging them to produce work of a high standard, take pride in themselves and their actions and be resilient when encountering challenges and not give up easily but are willing to take risks when appropriate. We actively want our pupils to engage, challenge and express their ideas in a variety of creative forms and speak their minds so that they know that they can shape school life and make a difference. Independence is the key to living life to the full, confidently knowing that our pupils are developing life skills necessary to life and work in the world around them, taking ownership of their actions. We encourage all pupils to use 'Characteristics of Effective Learning' (Playing and Exploring, Active Learning and Creative and Critical Thinking) in EYFS to Year 2, and 'Learning Behaviours' (Problem Solvers, Independent Learners, Creative Thinkers, Effective Investigators, Information Processors, Reflective Evaluators, Active Communicators, Pro-Active Social Thinker and Self-Manager from Year 3. We work to broaden our pupils horizons, expanding their knowledge of the world of work by nurturing their interests, capturing the inclusive nature and high expectations of our school.

COMMUNITY

We actively encourage our pupils to establish a sense of themselves within their local/wider community by developing the emotional understanding necessary in order to experience positive relationships and a respect of themselves and each other building future leaders of the world. We want our pupils to understand, celebrate and uphold the Fundamental British Values of democracy, rule of law, individual liberty and respect, tolerance of different faiths and beliefs understanding that if we allow the many different communities and groups that we all come from to live and grow together, we grow strong as a cohesive community willing to challenge stereotypes and are committed to promoting equal opportunities. We do this through organised curriculum events, assemblies, community events and community links with St Anselm's Catholic Church and the local care and retirement homes. Pupils work together to increase theirs and others awareness of the work of particular charities. We know that the successful learning depends on a positive partnership between home, school and the wider community and we strive to offer as many opportunities as possible that involve our parents in school life. Our parents regularly come to school to share their backgrounds, interests, talents and expertise to enhance the learning of our pupils. Community is about striking a balance between local engagement and global awareness. The curriculum grounds our pupils in a rich context of their locality as well as extending their learning to encompass global issues and cultures; we are preparing them to become informed, compassionate, and active global citizens who one day will become confident, agents of change. We aspire to foster in our pupils a sense of belonging in the global community, who can effectively debate and problem solve the problems of tomorrow.

KNOWLEDGE OF THE WORLD

We continue to develop a curriculum that is relevant to our pupils and the world they live in, providing them with the opportunities to be imaginative, curious, adventurous and confident, which will allow them to use their skills to explore new and exciting experiences. Pupils are exposed to a carefully constructed and sequenced knowledge-engaged curriculum, which supports learning throughout their primary education so that they have a thirst for knowledge. We believe that choosing the right context to engage our pupils in their learning is vital in fostering a love of learning as well as maintaining high standards. They learn skills that they need now, but that also can be developed in the future as they mature. Time has been spent ensuring that our curriculum meets the requirements of the National Curriculum, allowing the pupils to learn the age-appropriate knowledge for each and every subject. Throughout the curriculum, knowledge is consolidated and built upon with pupils expected to recall and retain their learning. Our curriculum provides pupils with meaningful opportunities through our range of approaches which include outdoor learning, use of multiple intelligences, continuous provision throughout EYFS, KS1 and Year 3, linking across subjects as well as enrichment activities. We are committed to ensuring that all pupils feel connected to and invested in the school curriculum by ensuring all have equal opportunities to access and engage with their learning so that they can drive improvement to the curriculum as pupil leaders. Furthermore, we believe in the accumulation of knowledge, behaviours, and skills that a pupil can draw upon which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a pupil needs to be successful in society, their career and the world of work. Cultural capital gives a pupil power, therefore the resources we use and the visitors and visits we plan are all carefully considered to ensure they are relevant and authentic allowing pupils to become creators of culture themselves. Our ultimate aim is for the pupils to leave school with a well-rounded education that equips them with the knowledge, skills and attributes needed to be active citizens who can cope with any challenges they face and will contribute positively in our modern world.

COMMUNICATION

We believe that language is the tool that unlocks opportunities; a building block to a community of learners who are both confident and articulate, which in turn will raise aspirations, progress and standards. We want our pupils to speak with clarity and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success. We recognise that to do this, pupils must be able to actively listen not just listening to the words being said but being able to comprehend the ideas being communicated. They need to have empathy, who are also able to offer their opinions and reason articulately whilst also being able to debate a topic or viewpoint and disagree respectfully. Our curriculum is language-rich, involves the use of high quality texts, promotes an inquisitive approach to language, use of sentence stems and provides opportunities to practise new vocabulary. We also recognise the importance of being able to express emotions verbally. We want pupils to have a voice that will be heard making them able to forge friendships, transition to the next stage of their education and take their place confidently in our fast changing, challenging and competitive world.

HEALTHY LIFESTYLES

It is important to us that our pupils are both healthy in terms of physical and emotional wellbeing. We would like our pupils to enjoy school, their learning and the opportunities that they have. Throughout their life, our pupils will face many difficult challenges and need to have the strength and resilience to be successful and happy. Through the curriculum, we will ensure that pupils develop an awareness of how to keep themselves safe and healthy, in today's society. We consider what constitutes a balanced diet and about how exercise benefits the body. In addition, we want our pupils to have a developing understanding of how to recognise how they feel. Our curriculum, therefore, teaches an understanding of emotions promotes resilience and encourages an open approach to discussing worries or concerns through the Zones of Regulation. Our curriculum also includes opportunities for our pupils to learn how to keep themselves safe in all areas of life. An important element of this includes safety on-line and when communicating using technology. We encourage them to make sure they can feel safe and secure and seek the support of staff if needed as well as developing positive relationships with all. By building strong relationships with our pupils and their families, as well as offering pastoral support, we are able to tailor our provision to meet the individual needs of pupils, which allows them to be happy and healthy. We aim for our pupils to be able to make positive choices, which benefit them.

2. Curriculum Organisation, Structure and Planning

At Our Lady's, we teach all subjects in the National Curriculum, and also ensure a vast range of opportunities are provided to support pupils' spiritual, moral, social, vocational and cultural development. Our curriculum is designed using our 'curriculum drivers' as the foundation so that it is bespoke for the needs of our pupils and overcome barriers to learning. We use a number of teaching schemes to teach the core and foundation subjects and wider curriculum to ensure comprehensive coverage and consistency of these subject areas. Our curriculum provides subject lessons and units, activities inside and outside of the classroom, promoting our school drivers, the context in which our pupils live, both locally, nationally and globally, and planned activities through family learning opportunities.

We ensure that sufficient time and weight is given to each subject in order that pupils achieve well in relation to national expectations but also for our pupils' needs. We have organised timetables but these timetables have the flexibility to allow teachers to deliver learning which can ensure pupils can be immersed in the topic and build on prior learning and knowledge. We believe that pupils learn best when they can make links, both within and between subjects and also through the learning of a range of concepts in different contexts to deepen curiosity when applying processes to show progression.

All subject areas have an overview of the 3Is – Intent, Implementation and Impact. These documents are supported by curriculum expectations for staff, 'I am a...' which explains what we would like the pupils to achieve; progression of knowledge and skills documents; details of our aspirations for all curriculum areas; as well as sentence stems to develop pupil specific knowledge.

The learning environments of the school are used as teaching tools. The learning walls ensure that key knowledge and vocabulary is accessible for all pupils to use efficiently. Learning behaviours and 'Assessment for Learning' strategies are agreed with pupils at the start of the academic year and then are displayed in all classes. Pupils have input into the creation of displays particularly in all RE topics. Displays around the school are also used to showcase,

value and celebrate pupil's achievements promoting self-esteem and recognition of great independent learning.

Subject	Scheme/Content	Planning Expectations
RE	Come and See	Topic planning overview completed by teachers.
English	Bob Cox with support from Talk for Writing	Detailed concept planning map written by teachers for each term.
Phonics	Sounds Write	Long term planning outlines unit coverage. Lessons are provided by the scheme. No requirements for additional written planning.
Mathematics	White Rose with support from NCTEM, I Can See Maths.	Long term planning outlines topic coverage. Teacher adapt White Rose with additional material. UKS2 classes plan for weekly arithmetic lessons
Science	Kent Scheme of Work	Long term planning outlines unit coverage. Lessons are provided by the scheme. No requirements for additional written planning.
Creative Curriculum – History & Geography	Teacher Based Planning using Geography and History Association Ideas	Topic planning overview completed by teachers
Creative Arts – Music & Art	Art – Plan Bee Music – Kapow	Long term planning outlines unit coverage. Lessons are provided by the scheme and are adapted. No requirements for additional written planning.
Design and Technology	Prim-Ed Design and Technology Project Based Learning	Long term planning outlines unit coverage. Lessons are provided by the scheme and are adapted. No requirements for additional written planning.
Computing	i-compute	Long term planning outlines unit coverage. Lessons are provided by the scheme and are adapted. No requirements for additional written planning.
PSHE (including RSHE)	Ten Ten – Life to the Full Plus	Long term planning outlines unit coverage. Lessons are provided by the scheme. No requirements for additional written planning.
PE	The Power of PE	Long term planning outlines unit coverage. Lessons are provided by the scheme and are adapted. No requirements for additional written planning.
MFL (KS2 Only)	Language Angel Scheme – French	Long term planning outlines unit coverage. Lessons are provided by the scheme. No requirements for additional written planning.

Inclusion and Equal Opportunities

The curriculum in Our Lady's is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school makes reasonable adjustments to meet individual needs. We comply with the requirements set out in the SEN Code of Practice (2014) in providing for children with special needs. If a child displays signs of having special needs, the teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class

organisation. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies.

Each class teacher produces a provision map to show how the needs of the pupils are being met. These maps are sent home to parents and carers and are reviewed by the staff involved each term. The provision map sets out the nature of the intervention, targets to improve and also the standard the pupils are currently working at. Once the provision map has been reviewed they are again shared with the pupils, parents and carers. Each pupil with SEND has a personalised plan in which targets are set for the academic year; these targets are shared with parents and reviewed termly. We have created an adapted overview to support teaching and learning for SEND pupils.

Strategies to Remove Potential Barriers across the Curriculum

Potential Barrier	Adaptive Teaching Strategies
Difficulty with recording information	• Use alternatives to written recording. E.g. Drawing, scribing, word processing, mind maps, digital images, videos, voice recordings • Provide word banks and picture cards to refer to when recording • Scaffold learning through teacher modelling to make it accessible for all • Allow the use of templates, writing frames • Allow additional time to complete the work • Provide lists of key concepts or vocabulary spelling • Sentence stems • Use of Language through Colour • Use of adults to scribe pupils' questions and responses • Time given for talking and sharing ideas before recording activities
Difficulty with retaining key information including vocabulary	• Use visual prompts to direct pupils • Give one or two instructions at a time • Build a subject specific vocabulary guide • Pre-teach key vocabulary, then ensure regular exposure to these words • Retrieval practice • Practical and hands on learning • Use voice recordings, photos, prepared grids etc as evidence of learning • Provide word banks that are accessible • Use of sentence stems • Display key vocabulary in the classroom or in pupil workbooks
Reading	• Reading with a peer who can read to them • Adapted text at their reading level so they can fluently read and retrieve information independently • Work in smaller groups or 1:1 with adult support to read where necessary • Discussion for understanding before moving onto activities • Practice reading aloud
Processing Questions	• Give opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Visual prompts • Prepare pupils to contribute to evaluative sessions and feedforward advice to marking • Encourage pupils to speak in full sentences when responding to questions • Use of sentence stems • Extra time given allowing for plenty of thinking, talking and practising before pupil respond to questions
Working and Long-Term Memory	• Reduce the amount of knowledge to be remembered, repeat and display important information • Retrieval practice and repetition when and where necessary

	• Use of memory aids- posters, working wall, word banks • Explanations of complex tasks and concepts are simplified • Activities are structured so that children can use available resources such as word banks, templates • Break tasks into manageable chunks and steps • Now/next sequencing boards to structure thinking for learning • Follow teaching sequencing for lessons to ensure consistency • Use of 'Assessment for Learning' to review learning • Simple visuals that avoid cognitive overload • Check that pupils know what they need to do to complete activities
Attention and Focusing	• Create a working classroom environment that is calm and simple E.g. clear routines, visual timetables for the day, organised workspace • Use preferential seating and proximity to engage all children- can you access target children? • Effectively planning who will be learning partners • Practical and engaging learning opportunities • Scaffolding steps to provide support and remind pupils what to do next • Give pupils roles within the lesson to support what they should be focusing on • Try to teach lessons at the same time each day/week • Repeat questions • Remind pupils to use the 5Bs – Brain, Board, Book, Buddy, Boss • Use of Zones of Regulation
Physical, Hearing and Visual Difficulties	• Use of Makaton • Use of fidget toys to help support focus • Exercise bands to help with sitting on chairs • Positioning in classroom • Adaptive practical resources • Clear worked examples • Hearing Loops in classrooms • Audio instructions • Enlarged resources • Use of technology • Visual modelling from staff • Peer support and guidance
Unable to access age appropriate curriculum	• Use of continuous provision to support access to the curriculum • Use of 1:1 adult support • Adapting curriculum to support learning • Real life experiences • Use of personalised plans
Working Towards Independency	• Clarity of instruction, explanations and modelling are crucial • Provide plenty of opportunity for pupil participation • Carefully scaffold questions to build confidence • Ensure that you and other adults hold back, give thinking time, time to process and talk • Make explicit links to previous learning • Ensure that pupils are familiar with a range of resources they need to use • Provide supportive handouts • Ensure individual is facing the board • Language through Colour • Use of Makaton • Use of Continuous Provision across the Early Years and Key Stage One
Additional Strategies	• Cross-Curricular Approaches • Real-life or replica artefacts to handle and use • Enrichment activities/trips with hands on learning, characters and venues

	• Visual Timetables • Questioning – Blooms Taxonomy, targeted questions for all abilities, partner talk to allow thinking time, delving deeper by asking ‘why or how’ they know • Pupil Surveys
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We also support all pupils who have English as an Additional Language (EAL) so that they have sufficient opportunities to learn and reach the expected standards for all subject areas across their primary career.

Targeted Academic Support

Most pupils will benefit solely from a focus on whole class teaching. However, some pupils may require targeted support that is tailored to their specific needs to ensure that their learning remains on track. We use the target model below to provide this support.

Timing	Intervention sessions are often brief and planned for within lessons.
Assessment	Assessments are used to identify pupils, guide areas for focus, and to track pupil progress.
Resourcing	Interventions have structured resources and planning.
Give it Time	Dedicated time is given to enable consistent delivery of interventions.
Expect Delivery	The teaching team follows intervention areas for development precisely.
Teacher Links	Teacher supports teaching team to ensure consistency when delivering interventions.

Marking and Feedforward Advice

‘Feedback is one of the most powerful influences on learning and achievement.’

(Hattie & Timperley 2007, Review of Educational Research)

Effective feedforward advice, given to pupils through marking and reviewing work, will provide constructive steps for every pupil to ensure progress. It will focus on success and next step needs against learning intentions, enabling pupils to become reflective learners and helping them to close the gap between current and desired performance. The interaction between teacher and pupils is an integral part of the planning and assessment cycle.

Effective marking and feedforward advice aims to:

- feedforward advice to the pupil informing them of strengths and next steps;
- provide evidence of feedforward advice and is incidental to the process; we do not provide additional evidence for external verification;
- assess and evaluate attainment and progress so that it supports teachers’ assessment knowledge of each pupil;
- celebrate achievement and empower pupils to take responsibility for improving their own work;
- confirm the match between the needs and abilities of different pupils;
- ensure pupils should receive feedforward advice either within the lesson or in the next appropriate lesson;
- inform planning;
- develop consistent processes across the school to teach pupils to respond to feedforward advice, self-assess and evaluate their own and others’ learning.

There are four types of marking and feedforward advice used during teaching and learning at Our Lady’s.

Type of Marking	What it looks like
Immediate (Verbal Feedforward Advice)	• Includes teacher giving and getting feedforward advice from teaching within the course of the lesson • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • May involve use of a teaching assistant to provide support for further challenge

	• May re-direct the focus of teaching or the task
Summary	• Work will be assessed and marked against the learning objective and success criteria for the lesson • Takes place at the end of a lesson activity • Often involves whole groups, learning partners or classes • Provides an opportunity for evaluation of learning in the lesson • Use of visualisers to share good practice, common errors, misconceptions, expectations, review and analyse of pupil work • Use of stamps to verify learning achievements • May take the form of self or peer assessment against an agreed set of criteria – (e.g. use of a traffic light system, where children place books to show understanding of what they have learnt (Red – more support needed, Amber – achieved expectations, Green – believe they can be challenged further or use of the evaluation booklet) • May take the form of a quiz, test or score on a game • In some cases, may guide a teacher’s further use of review feedforward advice, focusing on areas of need
Feedforward: “the next step is the next lesson”	• At KS2, use of whole class marking via differentiated questions that will focus on basic skill errors, mistakes and misconceptions; scaffolding (A), find and fix (B), consolidation (C) and further challenge (D). • At KS2, use of stamps to show achievements. • At KS1, use of 3-sticker approach via differentiated questions: scaffolding, find and fix and consolidation/challenge. • At KS1, use of stamps: VFF – verbal feedforward, adult assisted and independent work. • Maths marking includes the use of the whole class approach based on the NCTEM marking ideas. • Use of targeted subject specific questions, plenary Bloom questions, learning behaviour questions– could be problem solving or mastery activities etc... • Use of ‘Editing Stations’ to support the improvement of writing completed, particularly following a Hot Write. • For writing in particular, often a significant part of the next lesson will be spent giving feedforward advice to the class about strengths and areas for development. This will include giving time for the development areas to be worked on and improved through proof reading and editing their work • Errors and misconceptions are analysed and addressed in subsequent lessons • In depth marking should be completed within 1 week of the work being completed so that the child feels their efforts have been valued – using the whole class feedforward sheets.
Summative	• ‘Check it’ activities • End of unit or term tests • Quizzes • Pre and post learning assessments

Marking and Feedforward Advice in the Early Years Foundation Stage

Marking and feedforward in the Early Years Foundation Stage (EYFS) will be in response to observations of children’s learning. Therefore, it will be more heavily weighted towards verbal feedforward advice and staff discussion. Appropriate methods for marking and feedforward advice in the EYFS are as follows.

- Regular praise and encouragement.
- Adults talking to children individually about their achievements and how to develop their skills further.
- Group time where pupils talk with their peers and teachers about their learning.
- Annotation of photographic evidence via Evidence Me.

- Written observations via Evidence Me.
- Use of stamps: VFF – verbal feedforward, adult assisted and independent work.
- School reward system to celebrate their achievements – stickers for academic success and tokens for good behaviour choices.

Homework

We believe that homework must be purposeful and meaningful so that pupils can develop independence in their learning. Homework is manageable and enjoyable and we will never provide weekly homework that is just a collection of worksheets that need to be completed, this approach does not support learning nor application of knowledge and skills. We expect that pupils should read daily, and complete TTRockstars at least three times a week. Other homework will range from projects for non-core subjects, RE practical homework related to topics and revision work for concepts that pupils find challenging and revision tasks for KS2 SATs. This homework is not given on a weekly basis but rather when it is needed.

Partnerships with Parents

The essence of this partnership is to develop strong links between home and school to ensure pupils receive the support they require and that parents understand how we approach teaching and learning of the curriculum. We hold parent workshops and meetings throughout the year so that they can experience our curriculum.

Pupil Voice

At Our Lady's, the term 'pupil voice' refers to ways of listening to the views of pupils and / or involving them in decision making, involving them in their own/others' learning and addressing issues which affect their experiences in school.

At Our Lady's, we take 'pupil voice' seriously and ensure that we utilise what we have in place to involve the children in the decisions which will improve the school now and in the future. We believe that children should be active participants in their own learning and that all their opinions should be heard and valued. We actively seek out ways in which their voice can be heard for the improvement and development of all aspects of school life and the provision offered.

There is a wide range of approaches used across school to support pupils of all ages and abilities to engage in pupil participation and promote pupil voice:

- Pupil Leadership targeted across key areas of the curriculum
- Assessment for Learning – self and peer assessment and feedforward advice from learning/talk partners
- SEND pupil response to support and targets
- 1:1 therapy (for some)
- Pupil led enterprises
- Consulting pupils on their targets and progress
- Subject Leaders working with Governors to get pupil voice to inform curriculum development and wellbeing

Pupil Voice within the Curriculum

Embedded into the curriculum are teaching and learning opportunities where pupils are asked to consider and share their own opinions. They have opportunities to plan their own activities within a topic remit, and to share work with others in a range of different ways. Pupils are encouraged to reflect on their own learning, identify future goals in collaboration with teachers, and support staff. They also have opportunities to input and plan for specific tasks and activities.

Whole School Approach to Pupil Involvement and Pupil Voice

Staff understand the importance in involving pupils in all aspects of their education and learning. Pupil views are valued and time is always given to seeking out and listening to the views of individuals and to taking these views into consideration in any decision-making.

Cultural Capital and Enrichment

‘It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.’

National Curriculum

Cultural capital refers to the social and cultural knowledge, skills, and attitudes that a person possesses and that can be used to navigate society successfully. By developing cultural capital, we ensure our pupils have exposure to experiences and background knowledge that will equip them with the foundations and cultural knowledge to be successful in future education and careers.

Cultural capital is developed through pupils attending events and venues as well as through their active participation. We recognise that it is vital that the children not only observe but that they actively take part to visualise themselves doing the same in the future. They can then draw on their experiences to create their own artistic impressions and creative performances as well as develop their own skills and talents based upon what they have experienced.

We are committed to providing a wide variety of exciting, stimulating and challenging opportunities across the curriculum and learning is enhanced and further embedded by the range of enrichment activities. School trips, visiting specialists, themed days and weeks are directly linked to topics across a range of subject areas and give pupils opportunities to learn in different environments and improve outcomes by enriching their vocabulary. There is also an extensive programme of whole school after-school enrichment clubs on a Thursday that support the core curriculum offer, as well as developing specialist skills.

Resources

We aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored either in classrooms for easy accessibility or resource rooms, which staff can access. Resources are regularly audited, checked, and replenished when necessary.

3. Continuous Provision

Our school experience and research tells us that young children learn best through play and exploration. ‘Play is absolutely essential to learning because it is learning.’ (Bottrill 2020)

At Our Lady’s, staff working in EYFS, KS1 and Year 3 use a continuous provision model to facilitate learning across the curriculum. Continuous provision refers to the resources that are always available for pupils to access to continue their learning independently. Our environments allow for carefully planned and child-led play based experiences that encourage our pupils to consolidate their skills, knowledge and understanding. It also provides the context for a variety of learning conversations between pupils and staff with rich opportunities for modelling and extending language. This approach enables them to be independent, resilient learners who motivate themselves and not be afraid to take on new challenges. We continually review our practice to ensure it is of the highest quality and that pupils are being given the best possible opportunities to maintain high levels of progress and achievement.

Aims of Continuous Provision

We aim to ensure that we:

- develop communication and language skill to enable pupils to explore and reflect upon their learning and the value of their achievements;
- promote positive attitudes to learning;
- give pupils ownership over their learning;
- give opportunities to assess, manage and take risks;
- develop a responsible attitude for their learning and environment;
- use their imagination in a purposeful context;
- learn to work effectively as an individual and as part of a team;
- maintain perseverance in the face of a challenge;
- challenge pupils by providing opportunities for exploration and investigation to further extend their learning and development;
- embrace diversity, foster inclusion, and provide equitable opportunities for all pupils to learn, grow and thrive.

Organisation and Structure

We passionately believe that pupils learn best through play and exploration. This is why in KS1, we have built on the practice found in the EYFS and have adopted a play-based approach to learning. Continuous provision encourages curiosity and promotes challenge in learning, allowing pupils to explore their own interests independently. It enable pupils to make choices and initiate play without interaction with an adult.

In Year 3, this approach continues to be adopted while simultaneously introducing pedagogy used in the more formal learning approaches of Key Stage 2. Therefore, children feedforward to marking and assess their learning using a Key Stage 2 methodology, however the curriculum is taught through a continuous provision approach. Furthermore, other strategies used in Key Stage 1 are also adopted in Year 3, including the use of Language through Colour and phonics teaching for children who are not meeting reading expectations.

We recognise that not all subjects can be taught through continuous provision. Some subjects need discrete teaching – these include: RE, phonics, handwriting, English and Maths skills, and foundation subject teaching inputs. All these subjects, however, can be enhanced and skills can be rehearsed within continuous provision to ensure pupils know more and remember more. Our environment, throughout EYFS and Key Stage 1 promotes the characteristics of effective learning and learning behaviours in Year 3.

Approaches to Learning

At Our Lady’s, we believe the key to ensuring in year progression and to creating an environment that supports all teaching and learning, continuous provision is not just an add-on, not just another thing to fit in alongside the curriculum: it is the curriculum.

In EYFS, the play-based approach allows us to meet all children's developing needs that children need to access the areas of learning in the EYFS curriculum, working towards the Early Learning Goals at the end of the key stage. By continuing this approach in Key Stage 1 and Year 3, all children have access to the Programmes of Study for all subjects laid out in the National Curriculum in a progressively structured way to ensure pupils continue to progress. Therefore, our key approaches are:

- start with the child – what are they interested in, what will they naturally want to do? Are there key areas of learning that need strengthening or revisiting?
- prioritise areas of provision and how we can effectively resource them;
- create a clearly defined space for each area of continuous provision;
- make sure that the resources we provide earn their place by providing lots of possibilities for learning;
- organise resources carefully and make them accessible to the pupils;
- consider the way in which we group, display and label the resources to provide opportunities for incidental learning;
- that the adult's role is to sensitively guide the learning with targeted key questions, suggestions or observations;
- encouraging pupils to spend more time outdoors and engage with nature.

Continuous provision will have more student-led learning than a teacher-led approach. When well-planned and linked, not only to the interests of children but also carefully aligned to the demands of the National Curriculum, we can provide increasingly challenging and valuable learning opportunities throughout Key Stage 1 and Year 3. This enables children to revisit and embed skills and knowledge whilst continuing to strengthen the effective approaches and skills for learning they had when they left Reception.

Continuous provision in EYFS has more child-led learning than teacher-led, although certain concepts, such as phonics, reading and number are taught explicitly through adult directed activities. We provide an enhanced provision in both our indoor and outdoor environments with all resources (carefully aligned to the EYFS Curriculum) being widely accessible to pupils. This allows pupils to follow their own interests, embedding their knowledge and skills, learning in an environment, which encourages risk-taking, challenge and learning from mistakes.

In KS1 and Year 3, the pupils follow a 'plan, do, review' process to guide them to complete projects of their own choosing, ensuring that pupil engagement is high. The teachers act as models of this process, moving learning on by encouraging, modelling, narrating, providing resources, questioning understanding, introducing one-step skills, suggesting and working alongside the pupils. The learning environment has been planned for and all resources on offer have been carefully chosen for their versatility and links to the National Curriculum. Enhancements are woven into KS1 and Year 3 routines to ensure depth of understanding and application of skills in everyday situations, for example, pupils being required to pay for their snacks and resources from the class bank, daily recording of 'Project Learning', and reading labels to be able to organise resources. Curriculum coverage is reinforced through termly challenges set by the teachers and in early morning work.

Our Environment

The environment we provide enables our pupils to make strong consistent progress with their curriculum. The variety of areas scaffold and support learning and independence. Our inclusive classrooms are carefully designed to ensure every pupil is successful. The resources that are available enable pupils to revisit and build upon prior learning, gaining new knowledge and skills. Our outdoor environment, accessed all year round, is an extension of the classrooms, which provides further opportunities for pupils to become problem solvers, work within a team, building their resilience and developing gross motor skills.

Role of the Adult

All adults engage in high quality discussions and question pupils to enhance, challenge and scaffold learning. They are actively involved in activities making the best use of the environment. They understand the expectations of the curriculum and how to use the environment to teach and embed learning. Adults will observe, assess and share successes and next steps for all pupils. All adults are aware of individual needs and cater their support to enable pupils to succeed.

Transition

Year R – Year 1 and Year 1 – Year 2

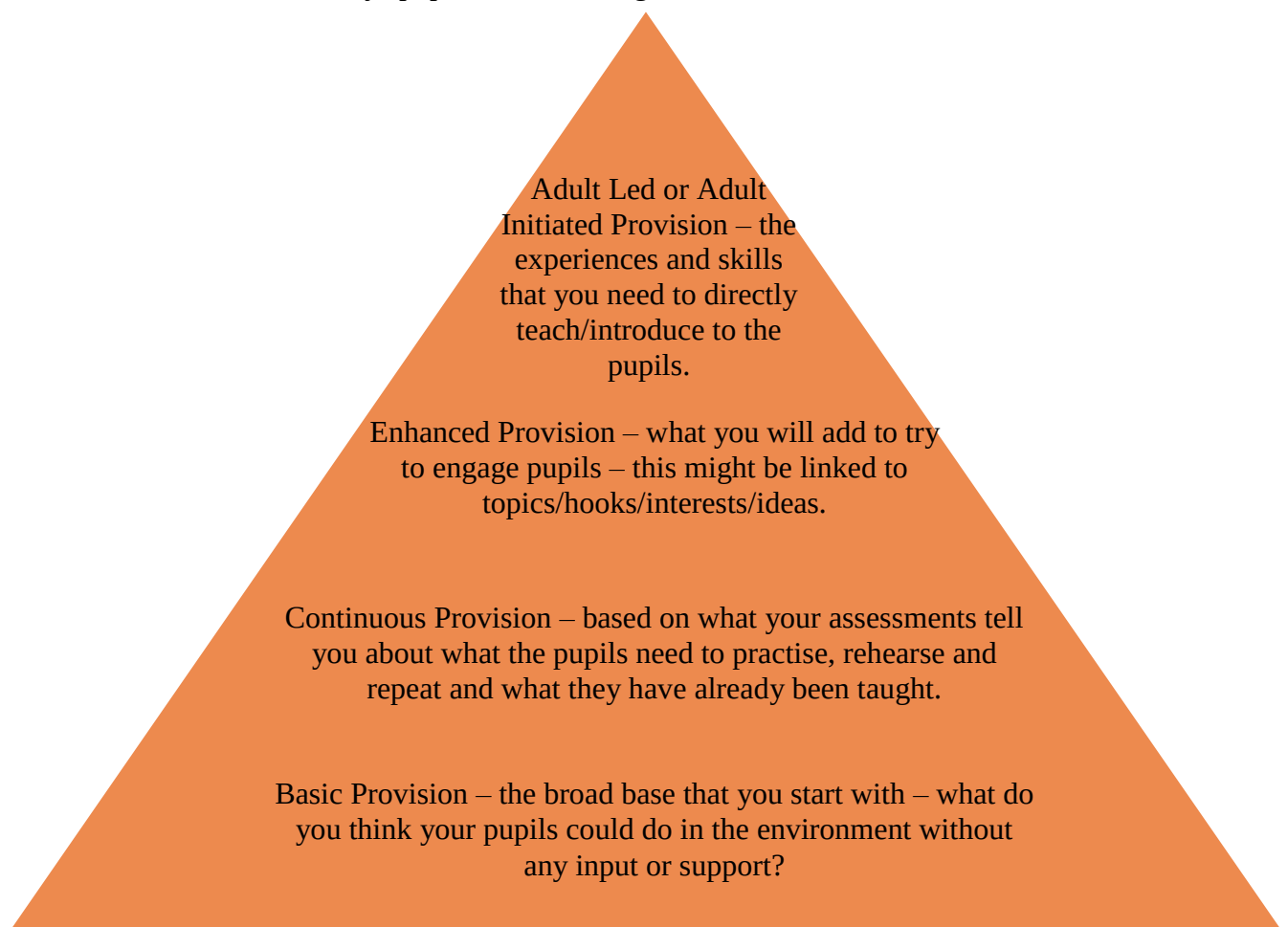
Although there is a change of curriculum from Reception to Year 1, we believe the use of continuous provision makes the transition less of a barrier for pupils. The classroom set up, expectations and routines are similar. The pupils take part in a transition morning in Term 6 where they are taught in their new classrooms with new members of staff. The class teaching team also liaise with previous teams to gain insights into all pupils.

Year 2-3

We believe that by the end of KS1 we will have developed pupils who are resilient and confident. Pupils spend time in their new classrooms with new staff and the teaching team adapt the curriculum where appropriate to ensure an enquiry led style of teaching.

The Triangle of Provision

This triangle of provision is based on Alistair Bryce Clegg's EYFS provision pyramid. It shows the different ways pupils learn/are taught in the EYFS and KS1.



Pupils leave KS1 with a solid foundation of skills and knowledge needed to continue their learning successfully. Pupils will communicate with confidence when sharing and extending their thinking. Our child-led approach will create curious thinkers who show enthusiasm, resilience and motivation when learning on their own and with others. Dr Karyn Purvis: “Scientists have discovered that it takes approximately 400 repetitions to create a new synapse in the brain, unless it is done in play, in which case it only takes 10 to 20 repetitions.”

4. Oracy

‘Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. Oracy develops students’ confidence, articulacy and capacity to learn.’

Voice 21

At Our Lady’s, oracy plays a key role and underpins all teaching and learning. Oracy is at the heart of the curriculum and purposeful listening and talking is used to embed a culture of oracy. The pupils develop the confidence and skills to listen and talk effectively by valuing different views and engaging in meaningful conversations. Providing a high quality oracy education empowers pupils, regardless of their background, to find their voice for successes in school and in life. Inclusion is at the heart of our oracy intention, all pupils are given the support, and opportunities they need to thrive in this subject. Therefore oracy is: engaging with others; reasoning together; listening to understand; changing people’s minds; telling compelling stories; developing balanced arguments; expressing yourself and speaking up for what you believe in.

Aims

At Our Lady’s our oracy aims are for the pupils to:

- speak with confidence, clarity and eloquence;
- recognise the importance of listening and learn to be an active listener;
- be confident in the value of their own opinions and have the ability to express themselves;
- have a range of vocabulary that they can use for different purposes;
- sustain a logical argument, question, reason and respond to others appropriately;
- be open-minded, to respect the contribution of others and to take account of their views;
- celebrate the diversity of languages in the school and appreciate the experience and value the contributions of pupils with a wide variety of linguistic abilities including that of Makaton;
- share their learning in an engaging, informative way through presentations, showcases, drama, poetry and debate;
- have the opportunity to develop and learn spoken language as outlined in the National Curriculum.

Oracy Framework

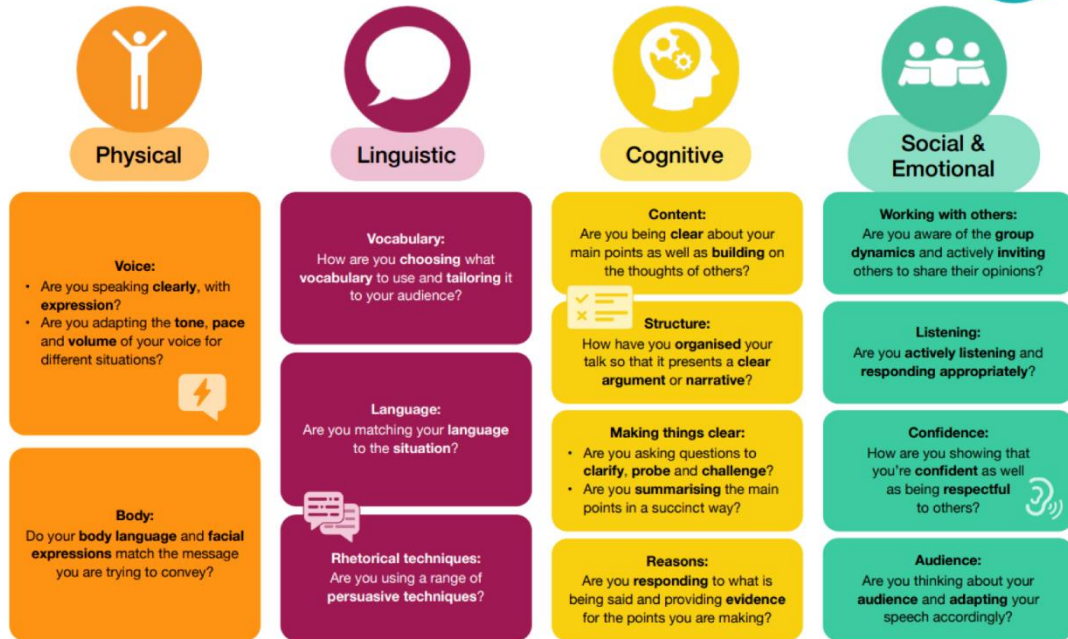
At Our Lady’s, staff and pupils use the Oracy Framework and Toolkit from Voice 21. The framework incorporates the four strands of the oracy framework for each phase.

- Physical – how we communicate using our body and voice.
- Cognitive – concentration when speaking and listening, asking questions and explaining.
- Linguistic – structure of spoken language and vocabulary choices.
- Social & Emotional – working with others, listening and responding and developing confidence.

The Oracy Framework outlines the elements, which underpin successful communication skills, and provides a useful tool for analysing speech. The Framework enables students and teachers to understand what effective communication looks like and to put strategies in place to improve specific speaking and listening skills.

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



Oracy across the Curriculum

Oracy is incorporated across our broad and balanced curriculum to develop understanding and higher-order thinking. At Our Lady's, oracy is embedded within the curriculum and pupils are given many opportunities to use their speaking and listening skills and develop their oracy skill set. Our school curriculum is rich in oracy opportunities and here are some examples:

- Oracy is at the heart of feedforward advice and assessment for learning, enabling pupils to discuss their work and any misconceptions. Teachers challenge children through probing questions about their learning.
- RE – RE topics are split into big questions, which immediately spark discussion in classrooms. Vocabulary is developed throughout the big questions and Scriptural analysis.
- Writing – In English lessons, our pupils engage with 'Opening Doors to Quality Reading and Writing' by Bob Cox to develop vocabulary and presentational talk.
- Reading – In reading, pupils experience 'Book Talk' where they have to explain and provide evidence for their answers based on a text. They are able to present their answer to the class as their audience. Texts are discussed during reading lessons (vocabulary and comprehension) which are taught explicitly.
- Maths – During Maths lessons, pupils have opportunities to discuss their learning, knowledge and reasoning. Pupils are able to enquire about their learning through Maths talk and use vocabulary to explain their responses.
- Computing – Across the school, pupils are given opportunities in Computing to present what they have learnt including sharing their knowledge with peers on how to complete a task.
- PE – Pupils actively engage with peer feedback and are encouraged to evaluate each lesson.
- Science – Scientific literacy is being developed through immersive experiences and pupils are encouraged to question their own predictions and results of experiments. The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Through lessons, pupils learn scientific vocabulary and the ability to articulate scientific concepts clearly and precisely. The working scientifically objectives enable pupils to develop oracy skills.
- Creative Curriculum – In History and Geography, activities are organised to develop

subject specific vocabulary as well as debating key issues.

- Pupil voice – At Our Lady's, we have various pupil leadership groups where staff regularly attend meetings to listen, respect and act upon the action plans of these teams. Pupils also have opportunities to discuss their learning subject leaders and governors through pupil voice sessions.
- EYFS is the start of our pupils' oracy journey through school. Staff encourage oracy from an early age through talking stories, retelling stories, scaffolding conversations during free flow time and circle time class discussions. Any barriers to oracy are spotted and acted upon and interventions to assist with speech are put in place. Communication in EYFS is a prime learning area and enables pupils to meet other milestones at the end of the Foundation Stage.

Oracy in the Learning Environments

Each classroom has an oracy display, which contributes to promoting of the four strands of the Oracy Framework. Classrooms have a variety of oracy visual cues including the 'Talented Talking', 'Active Listening', and 'What are we focusing on?' These are used as scaffolds throughout all teaching and learning sessions. Classes also have sentence stems and discussion guidelines individual to meet the needs of their class. Sentence stems can also be specific to a particular subject area. Each classroom has vocabulary working walls for English and Maths, which contribute to promoting subject specific vocabulary.

5. Outdoor Learning

We believe that outdoor learning, through our 'Natural Curriculum' is integral to nurturing the development of the 'whole child', providing real-life experiences through which pupils strengthen and deepen their understanding, knowledge and skills to become confident, resilient and determined learners. By exposing pupils to the natural environment, we aim to instill a sense of curiosity, awe and wonder about the world around them and respect for the natural world and all that live within it.

Through our outdoor curriculum, we aim to consolidate learning through real-life, practical activities; aid transition to new places and situations; increase motivation and willingness to learn; develop confidence and self-awareness; and develop social and communication skills.

We are working with 'The Muddy Puddle Teacher' to embed a cross-curricular outdoor learning programme, which builds opportunities for outdoor learning for all subject areas. We believe that this programme will transform teaching and learning across the curriculum.

Here is the philosophy and impact of this approach. (Taken from the Muddy Puddle Teacher)



Mental Health and Well-being

Reduced Stress and Anxiety

- Spending time outside has been shown to reduce stress and anxiety in children, especially as academic pressures increase.

Emotional Regulation

- Nature can provide a calming effect, helping children develop patience, mindfulness, and emotional resilience.

Confidence

- Outdoor environments are ideal for nurturing children's confidence, allowing them to explore and take risks with their learning.



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The Educational Benefits

Enhanced Learning Experiences

- Hands-on learning enhances what children learn in the classroom.
- Making lessons tangible and engaging.
- Mastery, seeing learning in a different context

Improved Academic Performance

- Studies show that children who spend time learning outdoors often have better focus, leading to improved test scores and academic success.

STEM Skills

- Outdoor environments are ideal for fostering curiosity and problem-solving skills, especially in science and environmental studies.



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Social Skills and Teamwork

Collaboration and Communication

- Outdoor learning often involves group activities that teach collaboration, leadership, and effective communication.

Conflict Resolution

- Outdoor learning settings allow children to encounter and navigate minor conflicts in a supportive environment, improving their social adaptability.

Promote Healthier Relationships

- Children collaborate more, mix more and get on better.



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Forest School Inspired Learning

“Forest School is an inspirational process, which offers ALL learners regular opportunities to achieve and develop confidence and self-esteem, through hands-on learning experiences in a woodland or natural environment with trees. Forest School is a specialised learning approach that sits within and compliments the wider context of outdoor and woodland education.”

Forest School Association

Forest School Inspired Learning (FSIL) is a unique educational experience that offers the pupils of Our Lady’s the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment and we are extremely fortunate that the extent of our grounds allows us to offer these opportunities on site.

Pupils have the opportunities to explore beyond the classroom, with child-led learning. They will take part in team building activities; learn about their environment including noticing what happens in different seasons and the importance of looking after our environment to protect the world for the future generations. Learning and exploring the woodland environment, using tools and natural resources helps pupils to understand nature, gain life skills and knowledge of their world. FSIL sessions support many areas of the National Curriculum; they also help to meet the criteria of the EYFS in a fun way and encourages the learning for functional skills.

Some of the planned activities of FSIL are as follows:-

- discovering and learning about our natural environment/wildlife habitats and how to protect it;
- sensory and wellbeing activities;
- problem solving, working as a team, or as an individual through games and tasks;
- physical activities, such as negotiating obstacles and tree climbing;
- art, drama, crafts using natural woodland resources;
- natural den building;
- safe fire making;
- campfire cooking and foraging;
- safe use of tools;
- knot and lashing skills;
- shelter building.

Part of FSIL is teaching pupils about risks and how to evaluate them. The pupils will be taught about how to add fuel to a fire, cook and make drinks using a fire, climb trees, use tools, work together as a team, and develop their imagination. All activities will be carefully supervised by an adult. By allowing pupils to take these measured risks, we help to prepare them for making choices when they are older and teach them to be actively responsible for themselves, their choices and actions.

6. Monitoring and Review

The school uses a wide range of monitoring strategies to measure the impact of the curriculum content, design, and approach. Leadership at all levels monitors individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Teachers use assessment for learning strategies to evaluate, adjust and maximise the impact of the curriculum on pupil outcomes. The school takes into account the outcomes of various monitoring activities together with available summative assessment information to ensure pupil progress.

The Governing Board group also is responsible for monitoring the way the school curriculum is implemented ensuring the strategic development of the curriculum and that the full requirements of the National Curriculum are met. Governors monitor curriculum areas of focus during Governor Days.