



Saint Edmund Arrowsmith
Catholic Academy



Proud to be part of
Pope Francis
Catholic Multi Academy Trust

Quality of Education Policy

'I have come so that they may have life; life in all its fullness.'

John 10:10

Approved by:	LGB	
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Curriculum

At St Edmund Arrowsmith Catholic Academy we want to provide students with the essential knowledge they need to be educated citizens, rich in faith and a sense of community. **'I have come so that they may have life; life in all its fullness.'** John 10:10

Our curriculum is:

Knowledge-rich with clearly defined progression providing pupils with knowledge and facts so they can challenge opinions and form their own.

Enabling as all pupils are supported to access to the whole curriculum and achieve the outcomes they need for the next steps in education, employment or training;

Responsive as assessment identifies security of learning ensuring that students are provided with the necessary support to achieve the objectives of the curriculum.

Inspiring by expanding students' horizons beyond their own experiences, providing opportunities for creativity, enriching cultural knowledge, and fostering spiritual growth.

Transformative as by developing character, we build learners who exemplify our catholic values and make a positive contribution to their community.

We ensure that all subject areas have full coverage of the National Curriculum

Reading is a major and key focus within the academy and has the highest of profiles, with time allocated to ensure all students have every opportunity to develop this key skill. Reading recovery programmes will be utilised where students are below age related expectations.

The timetable is set up to give every opportunity for a broad and balanced curriculum with a selection of traditional GCSEs and other L2 qualifications that are tailored to the 21st Century workforce. We use up to date LMI information to ensure we are providing a springboard for those who will move quickly into employment and create a foundation for those who will continue to access education in the future.

We offer rich, varied and positive enrichment activities and where appropriate the very best of intervention strategies geared and targeted to have a real impact on pupil progress.

Our curriculum is inclusive, particularly for pupils with SEND. Curriculum leaders have written their plans in collaboration with our SENDCO and important elements for adaptation have been considered such as cognition and learning, communication and interaction, social and emotional and physical and sensory.

It is crucial that any curriculum development fully embeds the fully inclusive nature of our Academy and Catholic values. So, every opportunity is maximised to develop the understanding of equality and diversity in the full range of subjects, PD and enrichment activities. Then in the delivery of the curriculum through the teaching and learning we adapt our approach to reflect the best practice equality for all our pupils. We celebrate cultural diversity within our academy and communities at every opportunity with a range of enrichment events ensuring our students

become the very best informed global citizens. We want our curriculum to be inclusive in its nature, preparing students to be excellent global ambassadors of the 21st century.

We hold clear Catholic Values, but we teach our students to appreciate and understand all faiths and the richness this gives a community.

Where possible we enrich the curriculum with educational trips and off-site activities to further develop engagement, interest and practical areas of the topic covering.

Principles of Curriculum Design

Leaders at all levels have carefully considered the curriculum journey for their given subject to create clearly defined, coherent progression towards ambitious curriculum goals. Broad and deep-thinking over time supported by the Pope Francis Trust, has led to the curriculum as it is currently planned.

Curriculum development is an ongoing process and departmental development time is allocated to support teams to come together to reflect on current delivery, and plan for the future.

Our curriculum enables all pupils to acquire knowledge that takes them beyond their own experience. It is knowledge pupils may not have equal access to at home, in their community, with family or friends. As such, this knowledge is the right of all pupils, and we strive to remove all barriers to them acquiring it.

Pupils naturally see a subject in terms of its substantive knowledge – the facts and ideas that experts in the subject have established. In addition to this information, however, disciplinary knowledge is required. Disciplinary knowledge addresses how that knowledge was established, its degree of certainty and how it continues to be revised by scholars, artists or professional practice. All pupils are taught appropriate disciplinary knowledge within their subject areas. They not only learn about history or science, but how to become historians and scientists.

Our curriculum considers disciplinarily specific, powerful ways of thinking that are developed through sustained engagement with the subject. Examples include inverse operations in mathematics, cause and effect in science and provenance and context in history.

The curriculum is structured and progressive, focusing on building to advanced levels of knowledge. This approach is particularly important in subjects like mathematics, science and languages, where some concepts can only be understood if other concepts have been taught first. In a subject like history where some units might stand alone, the development of disciplinary knowledge requires vertical integration and key themes such as empire or conflict are revisited in a spiralling curriculum; advanced knowledge build on more basic knowledge, which must be secured first. The curriculum is interleaved to ensure that knowledge sticks and pupils are given the opportunity to develop expertise.

Principles of learning.

We ensure that curriculum leaders have carefully sequenced their curriculum and have considered content choice. Teachers structure learning so that students acquire knowledge and understanding by:

- activating prior knowledge –prior to a new topic or a review of previous lesson/learning
- using retrieval practice –to check if students understand and can recall prior learning
- using effective questioning
- utilising the teacher as ‘expert’ –modelling the writing, practical, experiment and use talk for learning practices
- encouraging active learning rather than passive learning and developing independent learners.
- scaffolding learning –providing models, worked answers, using visualisers to undertake collaborative construction of work, writing frames and thinking frames
- Use formative assessment to check learning and ensure students ‘succeed’ regularly to build confidence and self-esteem as learners

Lesson Structure: A Five Phase Approach

The result of curriculum planning is that pupils know more, remember more and can do more. We are only able to evaluate the effectiveness of the curriculum and pupils progress by planning opportunities for them to independently demonstrate what they are able to do.

At St Edmund Arrowsmith Catholic Academy all lessons follow an agreed lesson structure. This is to ensure **consistency** and **typicality** across the whole curriculum. Students will receive the same quality curriculum and teaching across all subject areas in the academy.

Lesson plans are reviewed on a regular basis, there is an expectation that teachers use the Medium term plans and record adaptations in a variety of forms through thorough lesson preparation.

The Distinction between Lesson Planning and Lesson Preparation.

- **Lesson Plans**, what teachers are often most familiar with, detail what content will be taught within a carefully constructed sequence of activities. The sequence is aligned to MTPs and LTPs
- **Lesson Preparation**, consists of answering a series of questions about how you will teach the content outlined within a lesson plan to ensure all students experience mastery. This is where the magic happens. There are 3 foundational steps to Lesson Prep:
 - **Plan the Exemplar**: Draft the ideal response, including vocab and key ideas, you’d expect your students to produce for core tasks and questions.

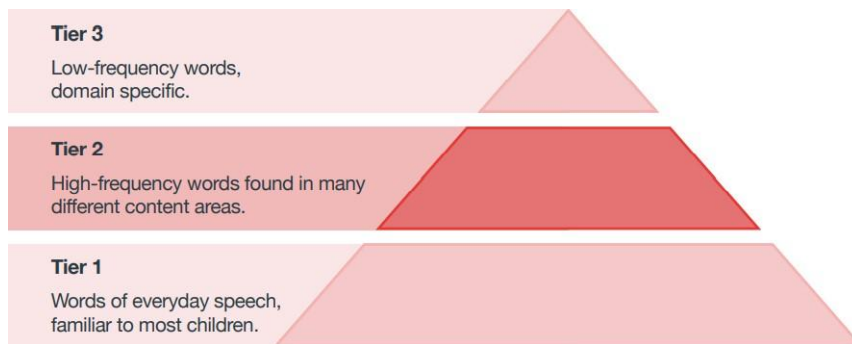
- **Plan for Error (& Challenge):** Anticipate and plan responses to gaps or errors that may appear in student responses. Plan questioning for students getting it right and Stretch It.
- **Plan Means of Participation:** Script how you want students to engage with tasks or questions within a lesson. Be sure to plan the entire sequence.

Phase one: Knowledge recall (Do now)	<u>What this looks like:</u> Activating, recalling and retaining knowledge that will have been acquired/applied in previous learning and linking to new learning. This is from the last lesson, last unit of work or last year's curriculum knowledge. <u>Examples:</u> • Recall questions • Definition of key terms or vocabulary • Labelling of diagrams • Knowledge Expert Quizzes Activating prior learning should not only be reserved for the beginning of lessons but should also be incorporated into new learning. This is so that students make links and activate knowledge
Phase two: Explicit knowledge instruction (I do)	<u>What this looks like:</u> Taught knowledge with clear and concise instruction. <u>Examples:</u> • Articulation of key knowledge in a simple format without overloading students. • Representation of information in different forms - verbal, visual, audio. • Use of visualiser and other technology to aid understanding. • Explicit teaching of vocabulary and subject specific terminology identified in the medium term plan. • Teachers provide students with strategies to break down complex questions, allowing students to move towards independent practice. Any revisiting of key material, concepts, key words can be completed throughout the lesson and not just at this point.
Phase three: Guided practice (We do)	<u>What this looks like:</u> Guiding students to understand how to apply the knowledge linked to the explicit instruction above. <u>Examples:</u> • Use of the visualizer to narrate concepts in order to aid students' understanding of the thought process and model in front of students

	e.g. creation of a model paragraph or answer, Walking/Talking exam questions. • Demonstrations e.g. experiments, live modelling • Talking through how to construct/create an answer and exploration of success criteria.
Phase Four: Independent practice. (You do)	<u>What this looks like:</u> Students independently or in groups applying the knowledge acquired through the guided practice and explicit knowledge instruction. During this the teacher circulates the room checking for understanding. <u>Examples:</u> • Answering an exam/assessment style question in exam conditions. • Solving problems/ equations independently or in groups. • Extended writing. • Completion of a creative piece of work.
Phase five: Knowledge review	<u>What this looks like:</u> Students and teachers reflect and review on progress made. The teacher will check that knowledge from the lesson has been acquired and retained. <u>Examples:</u> • Self-assessment. • Exit tickets. • Knowledge Expert Quiz. • Cold-calling / No opt out questioning. • Tailored teacher questioning in accordance with observations during the independent application.

Identifying Tier 2 & 3 Vocabulary

By identifying the words students may not have encountered and explicitly teaching this vocabulary, we ensure that each subject remains accessible to all learners. In primary years, the emphasis is on tier 2 vocabulary (defined as that which unlocks substantive knowledge, develops disciplinary knowledge, and has high instructional potential). In secondary years, the emphasis extends to include tier 3 vocabulary. Knowledge of these low-frequency, subject-specific words is crucial to enable students to be able to build the schemata required to secure long-term memory and equip students with the technical vocabulary required for academic precision.



Assessment

All assessment will:

Have a clear purpose linked to curriculum goals; all assessments, whether they are a hinge question in a lesson, or an annual examination need to have a rationale to support them.

Be valid; this term is used to describe the degree to which an assessment provides information that we can trust and can be used to evaluate the effectiveness of the planned curriculum.

Be reliable, producing information that can lead us to make conclusions about the level of pupil learning and our future planning with confidence.

Subject Leaders are responsible for working together ensuring that pupil progress in their subject is regularly and effectively assessed.

Evidence suggests that assessment functions best when it is designed collaboratively, identifying a shared purpose and relevance to the curriculum. Leaders are responsible for ensuring that when planning for assessment and feedback, it is meaningfully linked to curriculum planning, manageable for both staff and pupils, and motivates pupils to improve their learning.

Formative Assessment

Formative assessment needs to be an essential part of good teaching practice 'day in day out'. Highly effective teaching utilises some of the following:

1. Observation
2. Questioning
3. Formative "live marking"
4. Low stakes tests

Evidence suggests that grading individual pieces of pupil work – either with a GCSE grade or a score out of 10 – is ineffective, and can be counter-productive. The purpose of marking is to provide pupils with feedback on how to improve and to motivate them to action. Grading

does not achieve either of these purposes for all pupils. Therefore, grades will not be used for formative assessments.

Areas for improvement should be actionable by the pupil with guidance from staff and lead to an improvement in the quality of pupils' work.

Summative assessments

Summative assessments are used to test long-term memory. These can take a number of different formats such as:

1. unit tests
2. formal, or mid-year assessments
3. annual exams (including Year 10 and 11 mock exams)
4. statutory tests and public examinations

Formal assessments must be moderated, and marks standardised before recording and reporting to ensure comparability, accuracy and reliability.

Data from formal assessments will be shared with parents and analysed at a subject and whole academy level. It will inform strategic planning, evaluation of the curriculum and evaluation of teaching. The use of agreed terminology is essential to ensure that pupils, parents, staff and governors can quickly interpret the information they are presented with. It is also important to ensure that any information presented is reliable and not misleading.

End of unit tests

At classroom level, each subject from Key Stage 3 upwards, will ensure that there is a formal assessment at the end of each unit of learning to assess the security of learning across that unit by each pupil.

These will be used at a department or year group level to inform meaningful feedback based on the assessment. It is expected that pupils will respond to their feedback from end of unit assessments. The outcomes from these end of unit assessments will inform further planning and curriculum improvement.

Homework

Homework can result in pupils making accelerated progress in academic subjects (including reading). This is equivalent to an extra 5 months each year, which is over 2 years particularly across secondary years. Homework that is linked to classwork is most effective and digital homework has been shown to have an even higher impact.

Consistent and thorough habits are vital to establish early as homework is a key part of education success. Pupils must get into the habit of reading daily. Homework will either be reading, retrieval practice (checking prior knowledge to prepare for lessons) or directed practice (revising things your teachers have noticed you need to practice).

Quality Assurance

Quality assurance is a transparent, open and honest process that results in staff delivering their very best day in, day out. Everyone is responsible for engaging in the process and contributing to improving the performance of all. Quality Assurance must lead to rapid improvement in quality of education across the Academy, particularly for Disadvantaged pupils and SEND. Quality Assurance directly informs individual, departmental and Academy wide CPD (including coaching) and subject level action planning.

Staff Development Cycle

Appraisal

Appraisal at the Academy follows the Trusts Appraisal policy. All staff are entitled to high quality appraisal that supports their development as teachers and enables career progression and leadership development. The appraisal cycle begins with accurate, evidence-based self-reflection. Appraisal objectives are based on teacher standards that reflect career stages and previous areas of development.

UPS teachers need clear expectations that ensure highly effective practice is increasingly the norm and that they are making a substantial and sustained contribution to the improvement of curriculum delivery or teaching and learning either in their department or across the wider academy.

Leaders will demonstrate impact across their teams and will be held to account for a wider range of targets which ensure broad performance reaches at least the levels of national averages.

Mid-term appraisals will take place halfway through the appraisal cycle and give an opportunity for concerns to be raised and actions put in place to support staff development.

Professional Development

Our Professional Development is delivered in 3 tiers:

1. Whole Academy priorities and knowledge development through INSET
2. Department through the Tuesday whole school CPD
3. Bespoke through Teach Meets, wider professional training and 1:1 support

We secure strong teacher habits by ensuring that our Professional Development offer:

1. Builds Knowledge
2. Motivates Staff
3. Develops the delivery of the curriculum
4. Develops teaching expertise and embeds practice
5. Enables emerging leaders to grow

This is based on the Education Endowment Foundation (EEF) Effective Professional Development Guidance. Teachers are provided with a high level of training and support to ensure that they meet the required standards of performance. The Capability Policy, which again uses the Trust policy, is designed to provide support to staff who are under-performing or not meeting the required standards for their role.