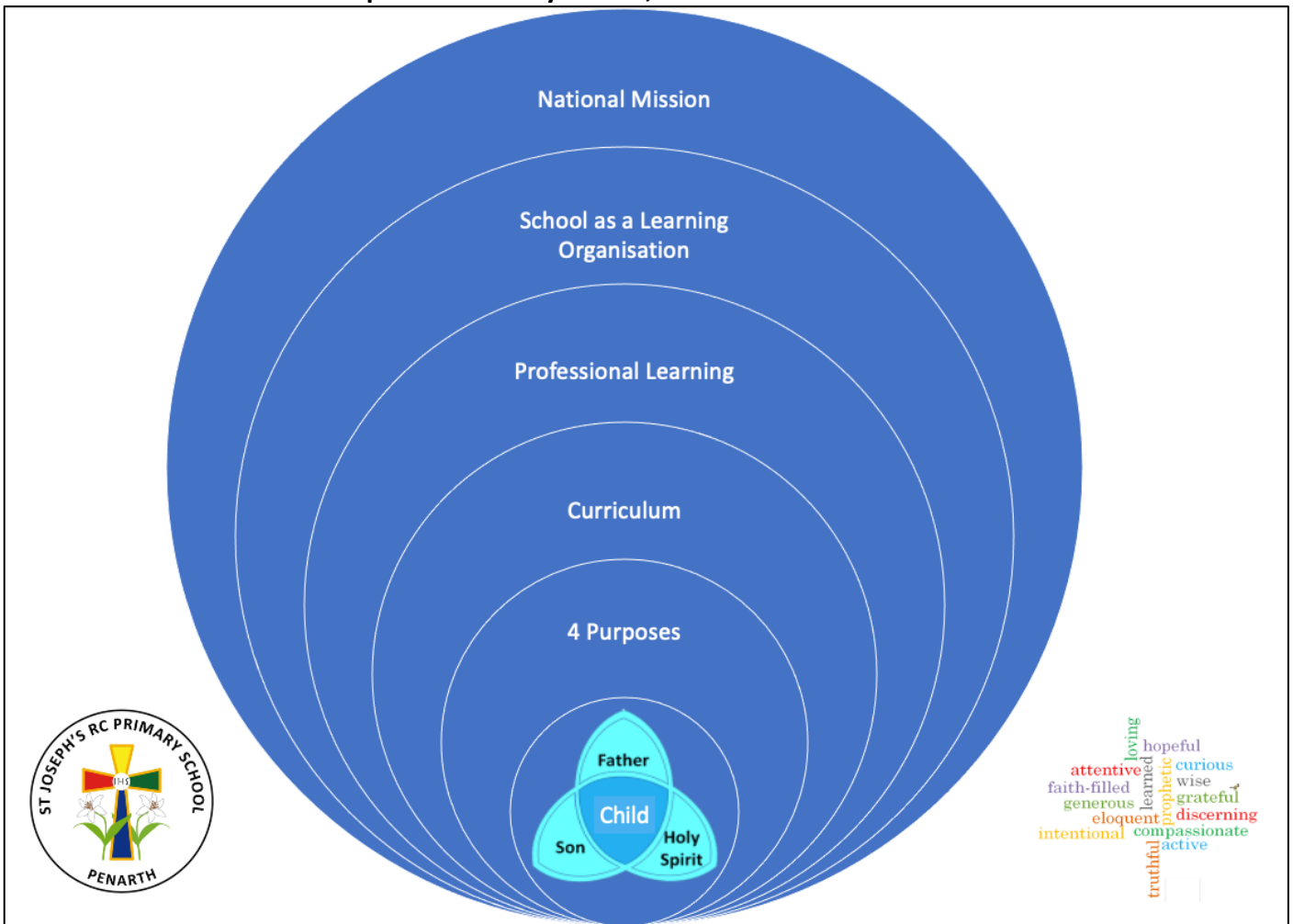


St Joseph's RC Primary School, Penarth Curriculum Summary

'To provide a welcoming, loving and transforming community where the spirit of Christ lives. We support and guide our pupils in mind, body and spirit to live the Gospel as beacons of light to the world. Through excellent, rigorous and inspirational teaching, we aim to help all learners to realise their potential and develop a lifelong love of learning, enabling them to be happy, successful and fully rounded human beings.'
(St Joseph's RC Primary School, School Vision Statement)

'To develop a coherent and progressive curriculum, that is knowledge-rich, develops skills and provides experiences to open minds and broaden horizons.'
(St Joseph's RC Primary School, Curriculum Vision Statement)

St Joseph's RC Primary School, Curriculum for Wales Model



As a Catholic School, our curriculum model centres on the pupil's relationship with God the Father, God the Son and God the Holy Spirit, which is at the heart of all we do.

Information of how practitioners, learners, parents, carers and wider community have been engaged to inform the curriculum development.

All members of our community, St Joseph's RC Primary School, have been working towards creating and implementing a shared curriculum vision over the past 6 years. A key priority following an evaluation of the curriculum at the time with all stakeholders, was to develop a knowledge-rich curriculum, which systematically builds a framework of knowledge and skills acquisition, extensive vocabulary and offers all our pupils wide-ranging, enriching experiences.

Having established a vision, all stakeholders, including Governors, staff, parents and pupils, were provided with the opportunity to identify the knowledge, skills and attitudes that they wanted the pupils of St Joseph's to develop. The overarching question was: By the time they leave St Joseph's School, what should pupils know, be able to do, and what attributes should they have? We shortened this to 'Know, Do, Be' in discussions. This process was repeated in Summer 2021 and, as well as 'Know, Do, Be', included, 'Experience'.

To bring our curriculum vision to life, a Curriculum Development Team was established. The Team participated in extensive reading around evidence-informed practice; met with education experts and consultants in curriculum design; planned, developed, resourced and evaluated trails of knowledge rich domain units, driven by the four purposes and engagement of pupils through immersion and experience; and created a Hwb network to share planning and resources with our partner schools.

St Joseph's also has an active and effective School Parliament. The School Parliament consists of a variety of Government Groups including one that focuses on Curriculum. Pupils within the Curriculum Government Group have supported the shaping of our vision by introducing the Curriculum for Wales and the Four Purposes to pupils, parents and Governors, organising focused events to explore the characteristics of the Four Purposes, considering ways that the Four Purposes can be embedded through teaching and learning and completing listening to learner activities to ascertain pupils' views on homework, knowledge organisers, retrieval practice and the structure of our Domain learning.

St Joseph's Curriculum is coherent, progressive and rigorous. Through immersive Domain Units, pupils are introduced to topics and themes that enable them to gain knowledge and develop skills in each of the six Areas of Learning and Experience (AoLE). Carefully planned learning activities, which reflect the concepts within the Statements of What Matter and the Descriptions of Learning, provide stimulating and enriching experiences for pupils that commit key information to long-term memory and develop curiosity, imagination and creativity. Staff continue to work with cluster colleagues in planning curriculum progression and assessment along the 3-16 continuum. The school regularly shares information with parents and carers on the curriculum and ways they can support their child within and outside of the school environment.

An Infographic of our Curriculum Vision



A Knowledge-rich Curriculum St Joseph's RC Primary

@ Impact Wales



* Our curriculum is:

Underpinned by robust research
Carefully planned to develop the 4 Purposes
Coherent & knowledge rich
Progressive from year group to year group

* We use Skills Units to teach literacy



Spelling
Phonics
Writing
Grammar
Reading
Syntax
Oracy

* We use Singapore Maths to teach numeracy

Concrete/realia
Mastery
Abstract/notation
Pictorial



* We believe nearly all pupils are able to achieve challenging & undifferentiated learning objectives given the right level of scaffolding & support.

SUPPORT

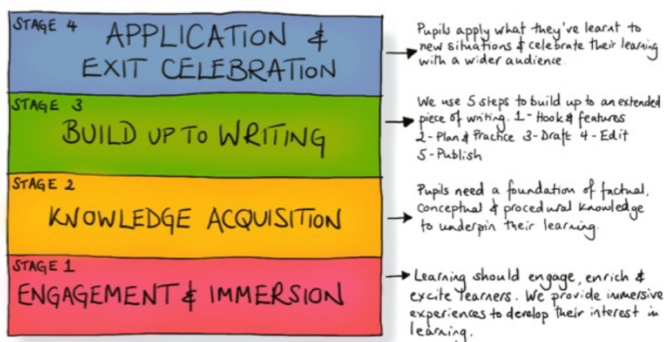
* Our curriculum is designed to help pupils to:

Develop the 4 Purposes
Gain knowledge & skills in all 6 Areas of Learning & Experience
Provide engaging & enriching experiences
Develop literacy, numeracy & digital competency

* We use Domain Units to explore learning through topics & themes

To build & embed knowledge in pupils' long term memory, we use **KNOWLEDGE ORGANISERS & RETRIEVAL PRACTICE.**

* To develop life-long reflective learners we use **WHOLE CLASS MARKING & SELF IMPROVEMENT & APPLICATION TIME.**



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How the curriculum meets the required elements of the Curriculum for Wales, starting with the four purposes.

As a Catholic School, our Curriculum for Wales model centres on the pupil's relationship with God the Father, God the Son and God the Holy Spirit, which is at the heart of all we do. When considering the curriculum and how it meets the required elements of the Curriculum for Wales, the Four Purposes are foundational to all our work as well as developing the virtues of the Pupil Profile.

St Joseph's curriculum is coherent, progressive, and rigorous. Through immersive Domain Units, pupils are introduced to topics and themes that enable them to gain knowledge and develop skills, in each of the six Areas of Learning and Experience. Our curriculum encompasses the concepts within all the Statements of What Matter and provides appropriate progression in accordance with the principles of progression. It also aligns to the mandatory requirements of teaching Welsh, English and, in accordance with the Bishop's Conference of England and Wales, Religion, Values and Ethics (RVE). The mandatory elements of Relationship and Sexuality Education (RSE) and the cross curricular skills of literacy, numeracy and digital competence, are embedded throughout the curriculum. Carefully planned learning activities, appropriate for pupils' age, ability and aptitudes, provide stimulating and enriching experiences for pupils, that commit key information to long-term memory and develop curiosity, imagination and creativity.

The School's Curriculum Map was developed by a Curriculum Development Team, which is comprised of six teachers within the school. The Curriculum offer includes input from pupils, parents, staff members and governors about what pupils should know, be able to do and which attributes they should develop. The St Joseph's School Parliament is also pivotal in giving pupils an authentic opportunity to learn about children's rights and democracy, improve our school, support the local community and work towards the UN Global Goals, developing the characteristics of the Four Purposes, most notably of an ethical and informed citizen of the world.

An Infographic of our Curriculum Model



In addition, St Joseph's also provides excellent professional learning for all staff members through:

- dedicated time
- the provision of financial and concrete resources
- instruction, coaching, guidance and support.

This Professional Learning focuses on national, regional and school priorities, is based on the Professional Standards, focus on impact and combines directed and self-directed learning opportunities.

In terms of the School as a Learning Organisation (SLO), we use the seven action-oriented dimensions of the SLO model to:

- assess our current position
- gain views of all stakeholders
- plan for improvement
- improve systems
- develop a culture of enquiry

St Joseph's School is committed to the National mission in:

- providing inspirational leadership
- excellence and equity for all
- high quality professional learning
- continuous school improvement.

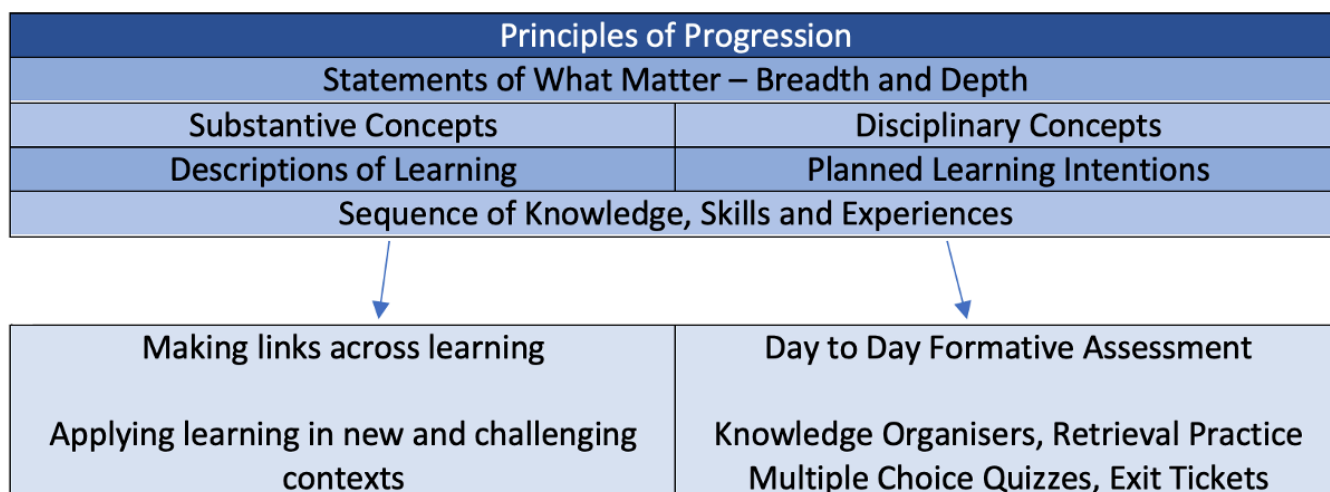
Information on how the school is approaching learning progression and its arrangements for assessment.

Progression in learning is a process of developing and improving in knowledge, skills and understanding over time. Progression is fundamental to ensuring we achieve our school vision. St Joseph's Curriculum Development Team considered the mandatory Principles of Progression and what it means to make progress in each of the Areas of Learning and Experience. It was vital that everyone in the Team had a shared understanding and shared language of what was meant by progression and assessment and the expectations and guidance provided in the Curriculum Framework.

As a Team, we considered the:

- Principles of Progression identified in the Curriculum for Wales Framework
- Statements of What Matters and how these provide the breadth and depth of the curriculum
- Substantive concepts such as, in Humanities, Governance or Conflict and Disciplinary concepts, such as Chronology or Place.
- Descriptions of Learning at each Progression Step, understanding them as helping us to navigate the curriculum progression and consider planned learning intentions.
- importance of making links across learning and applying learning in new and challenging contexts.

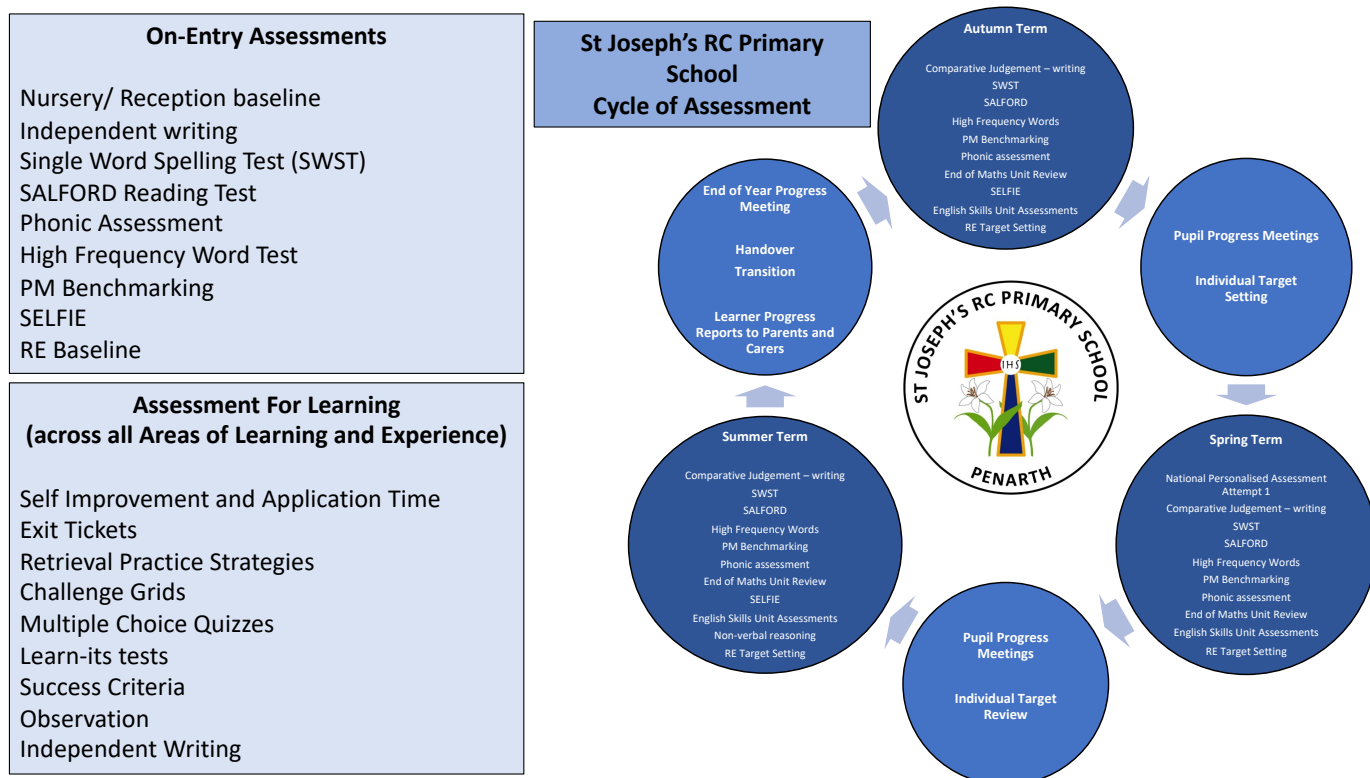
An Infographic of our Progression Model



Assessment Arrangements

Our assessment arrangements are informed by the Principles of Progression and are embedded into our day-to-day practice. We use a variety of evidence informed, robust, assessment strategies, such as retrieval practice and multiple-choice quizzes, to assess pupils' attainment of knowledge, skills and experiences, mapped out along our continuum of learning, enabling ongoing reflection on where a learner is, what their next steps are and what is required to support them in achieving these.

St Joseph's RC Primary School's Approach to Assessment



The staff at St Joseph's RC Primary School work closely with their pupils to identify what they know, need to learn next and what strategies will best help them do this. We recognise that for the pupils in our school to make excellent progress, our staff need to make careful and ongoing assessments. All staff follow our Cycle of Assessment which identifies a range of assessment to be used throughout the school year.

How the curriculum will be kept under review, including the process for feedback and ongoing revision.

St Joseph's curriculum will be kept under review to ensure that it is meeting the needs of learners and maintaining the school's vision. Throughout the year, there will be a variety of self-evaluation activities to inform understanding of the effectiveness of our curriculum and the required revision. Monitoring, evaluation and review activities include an analysis of planning, work scrutiny, listening to learners, evaluating the views of stakeholders such as parents and carers, and governors, pupil progress discussions, learning walks and data analysis. The school will continue to work across the cluster and in partnership with governors, the regional consortia, the local authority, and our ITE partnership to further develop a shared understanding of progression and to ensure a high-quality 3-16 continuum of learning for all.