

Curriculum Blueprint: St Thomas More Catholic School

Intent: The Curriculum at St Thomas More

The curriculum at St Thomas More is aligned closely to our **principles and values** as a Catholic school as such it:

- Is a pupil centred curriculum
- Ensures pupils have access to all aspects of learning at each key stage
- Ensures equality of opportunity for all our pupils
- Displays ambition for all our pupils, reflected in our curriculum structure, design and content.

It is also underpinned by our philosophy regarding the importance of **non-cognitive academic behaviours**:

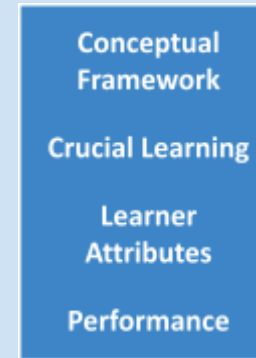
- That academic behaviours are malleable and
- That research shows they have a strong direct and indirect impact on pupil progress.

Intent: Subject Curriculum Planning & Approach

Each individual subject area is rooted in the identification of the **crucial learning** that is required by set end points.

Learning is planned and **sequenced** in response to the identification of this, common **misconceptions** that arise, and based on a detailed understanding of where pupils currently are in their learning.

Lesson by lesson schemes of work define & structure the sequencing of the crucial learning & provide a consistent framework across the school.



Intent: Curriculum Organisation

Modular Structure

- Our modular approach to learning ensures that learning is sequenced in manageable chunks, providing structure and consistency.
- Regular review of each curriculum module ensures any misconceptions are anticipated and addressed.
- Interleaving & revisiting learning within and across modules is a key feature of much of our curriculum.

Pitching the learning

- Detailed understanding of pupil starting points are used to determine the most appropriate pitch of learning and the setting arrangements.

Our Learning Cycle

- Learning is planned following our Learning Cycle, which supports pupils' acquisition, processing and application of their learning.

'The curriculum – taught and untaught – represents the totality of the experience of the child within schooling.' Mary Myatt - Gallimaufry to Coherence (2018)

Implementation: Teaching & Learning

The curriculum is translated into practice through the **expert use of pedagogy and pedagogical content knowledge, including:**

- Expert exposition, including links to big picture & sequence of learning
- Effective questioning & assessment
- Well designed activities
- Well structured collaborative learning
- Scaffolding & support [differentiation & supporting needs]

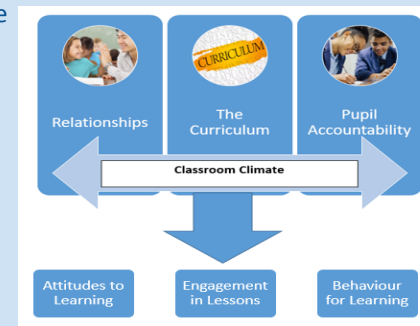
Teachers support effective learning through:

- Detailed & ongoing understanding of pupil needs
- Adaptive practice
- Strategies to support effective literacy [Incl reading & Vocabulary]
- Development of performance skills for examinations
- Strategies to develop long term memory
- Effective remote & blended learning

Implementation: Learner Attributes

Developing academic behaviours is a central component to our curriculum, ensuring that pupils remain at the centre of all we do. Ensuring that pupils have the right **Attitude**, that they are **engaged** and display effective **behaviours** for learning are crucial to successful implementation of the curriculum. These are established by:

- Modelling to pupils & establishing the learning environment
- Having high expectations of all
- Pupil centred review & setting of Learner Attribute targets
- Systems & structures that support
 - Homework
 - Routines
 - Holding pupils to account
 - Praise / attention to first good conduct



Implementation: Staff Development

Effective curriculum implementation is underpinned by effective leadership skills, subject knowledge, pedagogical knowledge and pedagogical content knowledge. Our approach to staff development encompasses each of these aspects. **Focus of CPD:**

- We recognise the importance of pedagogical content knowledge in effective curriculum implementation and so time is invested in supporting department colleagues to develop & share expertise.
- Pedagogical and leadership support, including coaching is available to staff linked to identified needs and priorities.

Types of CPD offered include:

- ECT programme & New Staff Induction
- Leadership development
- Departmental CPD
- Whole school training linked to identified needs

Performance management is a key tool to supporting teachers' practice and helps to identify needs and priorities at individual, departmental and whole school level

'...develop each member of the school community so that everyone involved can reach their full potential in the light of the teaching of Christ and the values portrayed in the Gospels.'

Impact: Assessment & Module Review

Assessment provides the vital bridge between teaching & learning. Whilst formative assessment is ongoing throughout learning, our modular structure provides timely points for summative assessment that support the evaluation of pupil learning and the effectiveness of the curriculum implementation. As such, assessments are well designed and linked closely to the crucial learning that has been identified. This then informs our **Curriculum Review Process**:

- Our **curriculum review** enables tweaks and adjustments to be made to ensure that gaps are closed and misconceptions addressed.
- Our **Learner Attributes review** supports the deployment of effective strategies to support pupil needs.
- Pupils are central to this review process and as part of **Pastoral Review Week**, set themselves targets to work on over the next module. Pupils receive pastoral as well as curriculum support to help them achieve their targets

Impact: Destination & outcomes

The impact of a school's curriculum can be measured in many ways. Sometimes, the holistic impact on individuals may not be seen for many years to come as they navigate the next phases of their lives. However, there are key measures applied to evaluate how effectively the school curriculum has been implemented:

At the whole **school level** the success of the curriculum can be measured through **national progress data**. This data enables the school and individual curriculum areas to identify trends, what is working well and what areas require further development. This process is integral to our school improvement planning, including staff development and QA.

At **pupil level**, the picture is a holistic one, valuing the achievements of individuals. A key measure of our success is whether pupils are able to successfully move onto the next phase of their lives, employment or education. This includes having not only the requisite knowledge & understanding, but also the skills and attributes that support them to succeed. Our **destination data** is a key tool to help evaluate this measure.

Impact: Quality Assurance & SEF

Our Quality Assurance processes are designed to evaluate how effectively and consistently our curriculum is planned and implemented, to ensure it has the intended impact. The process aims to strike a balance between ensuring a robust understanding of curriculum implementation and supporting staff to reflect honestly and develop practice.

Role & Purpose of Quality Assurance

- QA is a non judgemental process and does not involve any individual judgement of lessons. It aims to gather a more holistic picture through a number of 'observations of practice' triangulated with pupil voice and data to focus on celebrating successes and exploring areas of practice that can be developed further.
- All leaders play a central role in QA in their areas of responsibility and are supported by a calendar of activities that ensures a consistent picture is developed. Senior leaders work closely with the middle leaders to ensure the QA process is robust.

SEF Purpose & process

- Utilising external expertise to provide an impartial picture, our whole school Self evaluation process, along with other measures of impact sit together to inform our Annual review, subsequent School Improvement Plan & Dept Improvement plans.