



**St. Gregory's Curriculum Intent:** Within the St. Gregory's school community, the **children** in our care are **at the heart** of everything we do. Every pupil is recognised as a **unique** individual, with their differences celebrated, developing a sense of **self and belonging**. Each child should leave St. Gregory's **knowing God's love and being able to show God's love**. We believe that all children are unique and must be encouraged to **develop talents and be celebrated** for the special gifts that they possess. Each day, we encourage our children to **work hard, have a positive mind-set, have the confidence to make mistakes, persevere and to not give up**; the St. Gregory's child is a happy child, ready to take the next steps in their education journey. Through a **carefully selected and meticulously specified curriculum**, we intend for our pupils to develop both **cognitively and creatively**: to recognise and **connect with prior learning**; to develop **communicative and interpersonal skills**, build **resilience** and become **creative, critical thinkers**; to become **autonomous in learning**; to experience a variety of **quality, first-hand curriculum-enhancing and life-enriching opportunities**. We intend to provide a **continually improving academic curriculum** that responds to findings from **pupil feedback** and school **data** to ensure it is **bespoke** to our needs and **reflects the ever-changing world, locally and globally**. To **prepare** our children to be the **challengers and changers of the modern world**.

### St. Gregory's Curriculum Implementation:

We implement a **knowledge-based** curriculum, where acquisition of knowledge is central and **skill development** is a by-product.

**Development of memory; vocabulary & oracy skills; knowledge acquisition & skill-development opportunities; first-hand experiences, inside & outside of the classroom; embracing richness of our locality; raising aspirations.**

#### Scheduling

**Daily:** Maths, English (inc. Phonics, Spelling & Reading) & Worship

**Weekly:** RE, PE, Science, PSHE (Fullness of Life), Music, History, Geography & Art (MFL at KS2)

**Blocked:** Art, Design Technology, & Computing

#### Lesson Structure

##### Prior Learning

Of prior learning, whether it is last lesson, month or year.

##### Vocabulary Instruction

Usually Tier 3 subject-specific, put into context & connections made where appropriate; etymology often explored.

##### Explicit Teach

Teacher facilitates learning, making sense of taught vocab & knowledge, questioning & inspiring curiosity.

##### Talk Task

Often developing speaking & listening strands, i.e. cognitive, social, exploratory or presentational talk. Exploring & consolidating learning, inspiring curiosity.

##### Pupil Activity

Opportunity to further explore teaching through pupil task, making further sense of or apply learning. Often includes a 'Step for Depth'.

##### Plenary

Opportunity to consolidate learning, or explore the learning in a different context; inspire thought.

##### Reading

Incorporated and woven throughout every lesson, either from text or through 'reading classroom' approach

Barak Rosenshine's **PRINCIPLES OF INSTRUCTION** A thematic interpretation for teachers by Tom Sherrington **OLI CAV**

### REVIEWING MATERIAL

1. Daily review      10. Weekly & monthly review

Reviewing is important to resurface prior learning; a powerful technique to build fluency & confidence.

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### QUESTIONING

3. Ask questions      6. Check for understanding

Ask more questions to more students in more depth. Process questions are needed: how we work things out, not just answers. Questioning is about feedback to teachers; checking understanding to perform corrective teaching or move learning on.

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### SEQUENCING CONCEPTS & MODELLING

2. Present new material in small steps      4. Provide models      8. Provide scaffolds for difficult tasks

Break down to practise.

Worked examples to reduce cognitive load.

Mastery coaching through giving & gradually withdrawing scaffolds.

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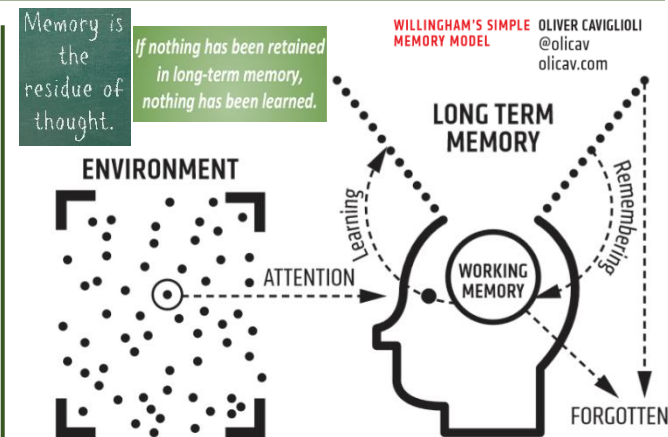
### STAGES OF PRACTICE

5. Guided practice      7. Obtain a high success rate      9. Independent & monitored practice

Close supervision & feedback to build confidence.

...in questioning & practice. 80% success rate is optimum.

Making time for students to do the things they've been taught, by themselves.



### St. Gregory's Curriculum Assessment:

**Holistic assessment: written tasks, oracy opportunities, creative outcomes & formal data. Regular low-stakes quizzing** to retrieve & check retention or understanding. Key recommendations from expert organisations i.e. EEF: **redirecting or refocusing** either the teacher or learner actions to achieve a goal; to be **specific, accurate and clear**; to **encourage and support further effort**; to be **selective to enhance meaning**; to provide **specific guidance on how to improve**. Our pupil-led approach aims to **increase pupil autonomy**, so they become **active participants** in the marking & feedback (**feedforward**) process.

### St. Gregory's Curriculum Impact:

By the end of each unit of learning, the majority of pupils will have **sustained mastery of the content**: that is, they **show good recall and fluency or outcomes**; **some may show depth of understanding**, potentially through **application or demonstration of critical thinking, linking substantive knowledge**. **Statutory EYFS and end of Key Stage data**, for core subjects is available to view on the results page of our website. The impact of what we do and children's achievement cannot always be measured in numerical data, so we approach **reviewing impact holistically, considering the whole child**.