



# Curriculum Intent, Implementation and Impact Overview.

## Linked to our School Mission and Vision.

“For I know the Plans I have for you,” declares the Lord. “Plans to prosper you and not to harm you, plans to give you hope and a future”. Jeremiah 29:11

<b>School SCORE Values and British Values – Behaviour for Learning</b>	<b>S</b> <b>Self-Esteem</b>	<b>C</b> <b>Commitment</b>	<b>O</b> <b>Organisation</b>	<b>R</b> <b>Resilience</b>	<b>E</b> <b>Excellence</b>	<b>Learn to Love &amp; Love to Learn, ...in readiness for life</b>	
	<b>Democracy</b>	<b>Individual Liberty</b>	<b>The Rule of Law</b>	<b>Mutual Respect</b>	<b>Tolerance</b>		
<b>At St. Anne's our Mission Statement based on Gospel Values and school SCORE Values</b> underpin our ambitions for learners to be prepared, at every stage of their journey, in readiness for life.	<b>Our Curriculum Intent:</b> At St. Anne's we want our children to enjoy and remember primary school. With our children at the heart of all that we do, we intend that our curriculum will...	...Offer equal opportunities to all and inspire, to raise children's life aspirations establishing firm foundations upon which they can build.	...Aim to provide a wide variety of rich opportunities and experiences, both in and out of school, where children recognise and use their own gifts and talents and are encouraged to become valued members of their local and wider community.	...Set high expectations enabling our children to recognise and achieve both personal and academic success.	...Empower the whole school community to thrive, with a Growth Mind Set towards independent learning; being mindful of everyone's wellbeing and working together.	...Be enjoyable, engaging, responsive and nurturing, always supporting our children, at the right time and in the right way.	...Enable our children, through staff who are themselves, skilled, lifelong learners and who assist in creating a sense of awe and wonder.

### Our Mission: At St. Anne's, together in faith, we passionately commit to:

## IMPLEMENTATION SUMMARY - What do we see in practice to achieve this at St Anne's?

<b>Build a loving, vibrant community with Christ at the heart;</b> <ul style="list-style-type: none"> <li>• Within our local and global communities, live, share and celebrate God's word, together with the core values of our school community.</li> <li>• Work as one to make a positive difference in all that we do.</li> <li>• Responsibly keep everyone safe and secure within an environment of tolerance and respect.</li> </ul>	<p><b>Reading materials and books</b> planned and selected to match to curriculum objectives and the wider world. Equality objectives and audit reviewed as a whole school community.</p> <p><b>Jigsaw PSHE Scheme</b>, use of Equalteach and RSE Journey in Love teaching resources/platforms to support the curriculum delivery.</p> <p><b>Clear and robust safeguarding</b> and child protection policy and procedures facilitate an excellent safeguarding culture within school.</p> <p><b>Dedicated investment</b> to SEND support and high-quality standards. Investment in staff CPD and a holistic SEND/Pastoral and wellbeing approach to learning, development and attendance.</p> <p><b>Pastoral Support Programmes</b>, My Happy Mind Mental Health curriculum and External Counselling.</p> <p><b>An inclusive curriculum</b> that acknowledges diversity and equality across all subjects and our wider curriculum enrichment offer.</p>	<p><b>Taking part in clubs</b> and opportunities outside school, Peace Proms, charity Choir events, Peace Light Service.</p> <p><b>Fundraising with charities</b> linked to our school House Teams.</p> <p><b>Pensioners coffee afternoon</b> and bingo led by the children.</p> <p><b>Sporting competitions</b>.</p> <p><b>Celebrating the arts</b>, with whole school performances in drama, dance, music and productions.</p> <p><b>Rocksteady music</b> concerts.</p> <p><b>Assemblies and Collective Worship</b> planned and led by the children.</p>	<p><b>Celebrating achievements</b> and successes through our rewards.</p> <p><b>The Board of Recognition, SCORE Awards</b>, certificates for pupil of the Week and others.</p> <p><b>Including success</b> and achievement for all in our daily prayers and Worship.</p> <p><b>Recognising achievement</b> and success in all forms, valuing the skills and contributions of each individual to the overall school journey.</p> <p><b>Recognising opportunity</b> for development challenge as an opportunity for further growth.</p>	<p><b>Workshops for all children</b> in Growth Mindset.</p> <p><b>Growth Mindset underpinning</b> our approach to learning and choices.</p> <p><b>Growth Mindset dialogue</b> used in all scenarios.</p> <p><b>Practicing consistently</b>, our Behaviour Principles and Charter for children, staff, parents and governors, to realise our School Mission, Vision and Ethos.</p> <p><b>Cognitive Load Theory</b> – underpinning teaching and learning and also informing curriculum design and planning.</p> <p><b>Mindfulness for staff workload</b>, through staff voice, leadership decision making, governor support and challenge and enabling a culture where wellbeing is prioritised and valued.</p> <p><b>Ensuring there is a careful balance</b> of nurturing staff wellbeing without a compromise of quality, standards and growth for all.</p>	<p><b>Evaluating and understanding</b> our children's individual needs socially, emotionally and academically and responding with precision.</p> <p><b>Engaging with external support</b> agencies to ensure needs are met within the context of the school's graduated response to SEND and Pastoral Care.</p> <p><b>Effective communication</b> between home, school and external professionals.</p> <p><b>Keeping up to date</b> with support available and offered within the local, wider community for our children and their families.</p>	<p><b>Committing to and presenting</b> a collective and united approach to our teaching and learning strategy, Mission Statement and aim to always be a self-improving outward facing school.</p> <p><b>Learning from others</b> – both within school and beyond.</p> <p><b>Investing in staff</b> as our most valuable resource for our children.</p> <p><b>Staff who share</b> and demonstrate day-to-day passion for and love of learning and commitment to continuous improvement.</p> <p><b>Staff who are role models</b> for the children who are instrumental in creating a highly effective climate for learning and an educational culture that nurtures positivity and success.</p> <p><b>Supporting other schools</b> by sharing our best practice with them and coaching.</p> <p><b>Effective programme</b> and mentoring for ECT development.</p>
<b>Celebrate the uniqueness of all and enable them to reach their potential:</b> <ul style="list-style-type: none"> <li>• Value the uniqueness and dignity of all individuals, enabling them to grow, have high aspirations and become global citizens of our common home.</li> <li>• To respectfully hear, listen and respond to everyone's voice, thoughts and opinions equally.</li> <li>• Recognise and develop individual qualities to enable all to live life to the full with courage and compassion.</li> </ul>	<p><b>Sharing of the Gospel values</b>, through Worship, prayer, music and celebration.</p> <p><b>Teaching of the British Values</b> discretely through the use of Picture News resources, School Parliament resources, high quality texts and The Big Democracy and Little Democracy.</p> <p><b>Linking this learning</b> to our school SCORE Values and Mission Statement, as a whole school culture of behaviour for learning and our Attachment Aware Behaviour Policy, with our CORE behaviour Principles linked to our SCORE Values. The <b>Secrets of Success</b> assembly themes.</p> <p><b>Encouraging regular pupil voice</b> through school Council, Friendship Ambassadors, Sports Ambassadors, assemblies, democracy, subject ambassadors and advocates. Using pupil voice to shape and define school choices and decision making for policy and curriculum.</p> <p><b>Demonstrating high expectations</b> and modelling high aspirations for our children. Creating real pathways for them to the next step of their journey, through education and life with Subject Advocates, within the wider school community and effective links with local high school and the local community.</p> <p><b>Celebrating the achievements</b> of people of significance through history, across a variety of subject areas and domains and in the present time, as role models for children.</p>	<p><b>Encouragement and opportunity</b> for children to have a voice and presence within the local community and beyond. Children know they are significant and can make a positive difference.</p> <p><b>Attending the local Big Democracy</b> with other schools, attending a range of community events, within the Parish, linked to charity events and fundraising.</p> <p><b>Entering local</b> and national competitions for sports, writing, debating, public speaking/presenting and music.</p> <p><b>Signposting and offering</b> opportunities in areas of talent within the wider community.</p>	<p><b>A respectful climate</b> for learning with strong, trusting relationships between children and adults.</p> <p><b>High expectations</b> of each other and ourselves in all that we do supporting and learning from best practice with each other.</p> <p><b>Staff voice and professional dialogue</b> through appraisal and pupil progress meetings to support and challenge.</p> <p><b>Individual recognition</b> of staff skill sets to support and share best practice.</p>	<p><b>Supportive and targeted</b> CPD and quality curriculum resources.</p> <p><b>EEF and other professionals</b> used to evaluate Consult/ inform on curriculum choices and resources.</p> <p><b>Opportunities for self-evaluation</b> in all subject areas supported by pupil-teacher conferencing.</p>	<p><b>Individualised SEND</b> and Pastoral support and teams around the child.</p> <p><b>Universal and enhanced</b> teaching and learning strategies to support vulnerable and disadvantaged children to access a full curriculum and achieve their very best.</p>	<p><b>Engagement with wider environmental</b> and global causes to respect for and care for the world – Our Common Home.</p> <p><b>Staff voice and pupil voice</b> is valued and evaluated to inform policy and decision making.</p> <p><b>Mental Health</b> and well-being support for staff.</p> <p><b>Staff strengths</b> and personal skills are celebrated and utilised to share best practice.</p> <p><b>Staff offered high quality CPD</b> relevant to their individual needs, with career progression and personal development in mind.</p>
<b>Through our shared vision and values, nurture knowledge and skills for life-long learning and achievement;</b> <ul style="list-style-type: none"> <li>• Build a place and a curriculum where everyone matters and everyone succeeds, with high expectations of ourselves and others.</li> <li>• Develop pupils who grow to care about the world and go on to make a positive difference.</li> <li>• For children to leave each stage of their learning journey with happy memories, lasting friendships and a desire to fulfil their hopes and dreams throughout their lives.</li> </ul>	<p><b>A curriculum designed</b> and informed by all stakeholders, our local demographic, and based on a lifelong learning journey of the whole child.</p> <p><b>A responsive curriculum</b> that adapts to meet the needs of each child at different points in their life.</p> <p><b>Cared for children</b> who care in return.</p> <p><b>Children who are nurtured</b> to give and serve others with their individual talents, gifts and skills through high quality curriculum resources, positions of responsibility and recognition – Ambassadors and school House and Vice Captains, School Council.</p> <p><b>Opportunities to contribute</b> to charity services, care in the local community and a curriculum that raises awareness of local and global issues.</p> <p><b>Celebrating children's contributions</b> to society/community outside of school.</p> <p><b>High aspirations realised</b> through careers sessions, the Positive Footprints Programme, excellent transition from year to year and key stage to key stage.</p>	<p><b>Effective strategies</b> to encourage positive behaviour for learning.</p> <p><b>Enhancing curriculum</b> and experience opportunities with visitors to school, from a variety of sources, charities, other faiths and groups, theatre groups, authors.</p> <p><b>Residential Trips</b> and enrichment opportunities beyond the local community.</p> <p><b>Children are positive</b> behaviour role models when in and out of school, including visits and trips.</p> <p><b>Ambition and aspiration</b> is modelled, encouraged and supported.</p> <p><b>Belonging to the school community</b> is valued and cherished.</p>	<p><b>Discrete Subjects focus</b> on knowledge &amp; skills.</p> <p><b>Investment in staff CPD</b> of high quality, responsive to individual professional needs and the collective needs of identified school priorities and changes to the national picture for education.</p>	<p><b>Ensuring that all choices</b> of curriculum materials are monitored and evaluated by SLT and subject leaders against the needs of the school and children.</p> <p><b>Subject leader development</b> is given high priority alongside the development of high-quality teaching and learning.</p> <p><b>Leadership development</b> is fostered and prioritised both middle and senior leadership, through high quality CPD, appropriate qualifications and coaching.</p>	<p><b>Challenge for all</b> and support where necessary.</p> <p><b>Equality and diversity</b> recognised and respected through positive friendships and relevant teaching material.</p>	<p><b>Staff who are committed</b> to growth mindset and being lifelong learners themselves.</p>



## IMPACT - How do we measure our effectiveness at St Anne's? How is our Intent, Mission and Vision realised?

Area informing our measure/judgement of Impact	What, How and When?
<b>Assessment</b>	Formative, summative, Review and Do, + Target Tracker, moderation local and out of borough, use of exemplification materials, 2 staff LA moderators, collaborative practice, Review and Do, opportunities and strategies, NFER testing, National Testing, EYFS Profile, Baseline Assessment, observation, mind mapping, pre and post learning, Language Builders tools, SEND and Pastoral assessments, speech and language assessments, Language link, Reading Plus assessments. Third Space Learning, Pupil-teacher conferencing, book sharing and links with other schools. Attendance and well-being assessment and Boxall Profile.
<b>Stakeholder Voice</b>	Parent, Pupil, Staff and Governor Voice through meetings and meetings with staff, questionnaire, consultation, Parent Carer Forums, Inspire Days, Pupil-Teacher Conferencing, visitor feedback.
<b>Monitoring</b>	Monitoring Cycle – focussed towards school improvement priorities, informed also by the local and national picture. Links with local school clusters, and some out of borough. Collaborative Practice in school, Staff CPD and skill set register, Pupil Progress Meetings, Staff Appraisal, School Improvement Priorities, lesson observations, learning walks and climate for learning, peer mentoring, Subject Leader monitoring, SLT monitoring, Governor monitoring, remote learning monitoring – learner engagement and quality of provision. Safeguarding, Behaviour and Attendance monitoring, SEND and EHCP monitoring, monitoring of vulnerable groups, CPD monitoring, Catholic Life and Worship monitoring, health and safety monitoring and risk assessment. Well-being and pastoral monitoring.
<b>Self-Evaluation</b>	Whole school self-evaluation, Subject leader self-evaluation through position statements and self-evaluation of subjects, through subjects on a page. Ongoing evaluations of teaching, learning, progress and attainment, inclusive of career progression, and self-evaluation of teaching/leadership and management standards, Governor skills audits, staff skills audits, use of EEF, OFSTED, Catholic Schools Inspection Framework, Safeguarding audit tools, benchmarking tools. Governor self-evaluation reflection.
<b>External Validation</b>	School Improvement Adviser, Local Authority School Effectiveness Team, external moderation, external consultants, school inspection OFSTED, Section 48 inspection, Catholic Education, Health and Safety Inspection, Fire Safety Inspection, North West Maths Hub and the North West Learning partnership and links with partner schools. SEND team reviews. Safeguarding external audit.