



St Adrian's Catholic Primary School  
'To learn, to love, to live as a community of God with Christ as our teacher'



# The Curriculum Principles for St Adrian's Catholic Primary School

*"Never doubt the capacity of a small number of individuals to change the world. Indeed, it is the only thing that ever has."* - Margaret Mead



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St Adrian's Catholic Primary School was founded by the Sisters of Mercy in 1960. Continuing in Mercy tradition, our vibrant, harmonious and engaging Catholic community will encourage all to make informed personal, spiritual and moral choices based on gospel values. Commitment to the Common Good of our global family will be rooted in a shared understanding of the social teaching of the Church and the collective rights and responsibilities of all.





*To Learn, to Love, to Live as a community of God with Christ as our teacher.*

*The 'Curriculum Principles' are based upon the vision and mission of St. Adrian's as stated in the strategic plan.*

## St Adrian's Curriculum Intent

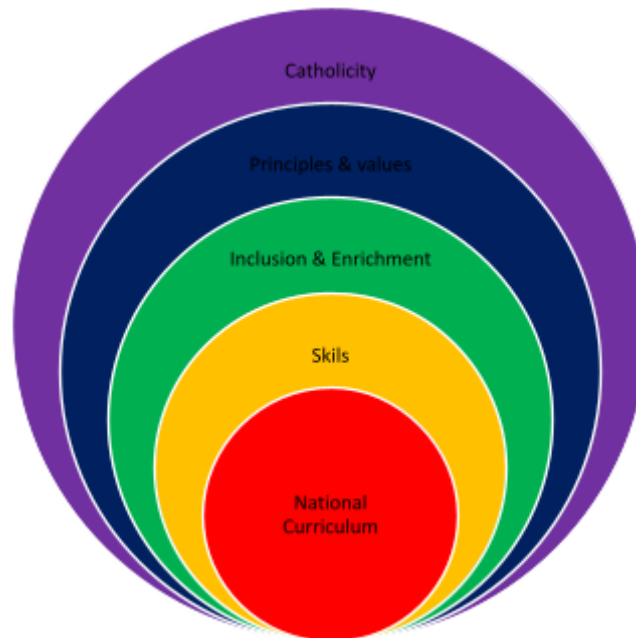


Figure 2 The St Adrian Curriculum intent



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***The national curriculum forms one part of the school curriculum. The school curriculum comprises all learning and other experiences that each school plans for its pupils. - The national curriculum in England Key stages 1 and 2 framework document September 2013***

The image illustrates our intent to wrap the statutory national curriculum in a series of interconnecting, overlapping and enriching experiences that will deliver a broad and balanced curriculum.

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<b>Int en t</b>	<b>Catholicity</b>	Mercy	Gospel values	Prayer	Peace	Solidarity	Care for creation	Human dignity
		Love	Common good	Worship	Reconciliation	Community	Participation	Dignity in work
	<b>Principles &amp; Values</b>	All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.	All children are entitled to understand what they have achieved and know what to do to make progress.	All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.	All children are entitled to time to evaluate and reflect on their learning.	All children are entitled to teaching that inspires their learning; they are challenged and enjoy learning.	All children are entitled to teaching that encourages them to be creative.	All children are entitled to develop spiritually, morally and as members of their community and the wider community.
		Rights	Responsibility	Tolerance & understanding	Democracy	Rule of law	Respect	Happiness
		Kindness	Honesty	Unity	Courage	Politeness	Friendship	Freedom
<b>Inclusion &amp; enrichment</b>	Inclusion, equality and aspiration at the heart of what we do	Celebration of individual achievement and success	Timely intervention and reasonable adjustment	Equal rights; equal access	Disability awareness	Memorable, meaningful experiences	Equipped for a dynamic future	



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	Skills and attitudes	Independence	Perseverance	Questioning	Reflection	Resilience	Exploring	Methodology
		Collaboration	Engagement	Curiosity	Evaluation	Passion	Risk taking	Problem solving
		Communication	Enquiry	Creativity	Reasoning	Processing	Computing	Joy
	National Curriculum	Reading	Writing	Mathematics	Science	Religious education	Art	Computing
		Design Technology	Geography	History	Modern languages	Music	Physical Education	PHSE& RSE

We work very closely with **St Bartholomew's Parish**. Children attend mass at least twice a term in school or in Church which parents are warmly invited to attend. As well as a mass at the start of each term, a second mass each term reflects the church liturgical year, including All Saints, Ash Wednesday and Ss. Peter and Paul.



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Father Francis invites responses from the children



Father Francis leads our worship.



## Principles and values

### Our Principles for Learning and Teaching

All children are entitled to be engaged in their learning and to be active learners; discovering and finding out.	All children are entitled to understand what they have achieved and know what to do to make progress.	All children are entitled to be independent, enthusiastic and self-motivated learners; raising their own questions.	All children are entitled to time to evaluate and reflect on their learning.	All children are entitled to teaching that inspires their learning; they are challenged and enjoy learning.	All children are entitled to teaching that encourages them to be creative.	All children are entitled to develop spiritually, morally and as members of their community and the wider community.
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**Values**

Rights	Responsibility	Tolerance & understanding	Democracy	Rule of law	Respect	Happiness
Human rights are the basic freedoms that belong to every person in the world. Rights are based on shared values like dignity, fairness, equality, respect and independence	Responsibility is doing the right thing. It is demonstrated by making good decisions, being accountable and caring for others.	A sense of openness and comprehension towards other people; our diverse cultures and histories; and our fundamental shared humanity.	A culture built upon freedom and equality, where everyone is aware of their rights and responsibilities	The need for rules to make a happy, safe and secure environment in which to live, learn and work.	To respect a person's rights is to respect the inherent dignity and worth of that person. <i>Leif Wenar</i>	Happiness is a sense of well-being, joy, or contentment. When people are fortunate, successful or even just safe they feel happiness. People feel happiness for different reasons.
Kindness	Honesty	Unity	Courage	Politeness	Friendship	Freedom
Kindness is a virtue marked by concern and consideration for others.	Moral character that embodies integrity, truthfulness, being trustworthy, loyal, fair, and sincere.	Unity arises when we remember that we belong to each other. Unity spurs us to stand side by side with our sisters and brothers, especially those living in poverty.	With the gift of courage, we overcome our fear and are willing to stand up for what is right in the sight of God.	Politeness means consideration for the feelings of others. When we show good manners others are more likely to be polite and courteous in return.	Friendship is an opportunity to learn, to love, to live... To live in peace and to experience the fullness of life.	Freedom is a gift that cannot be overstated. It's the foundation that gives us the ability to live as we choose. Freedom means freedom from oppression, not freedom from responsibilities.



## Inclusion & Enrichment

<b>Inclusion, equality and aspiration at the heart of what we do</b>	<b>Celebration of individual achievement and success</b>	<b>Timely intervention and reasonable adjustment</b>	<b>Equal rights; equal access</b>	<b>Disability awareness</b>	<b>Memorable, meaningful experiences</b>	<b>Equipped for a dynamic future</b>
<p>High expectations for all pupils to achieve their potential regardless of their starting points</p> <p>Inclusion team focused on closing the gap for vulnerable groups</p>	<p>Merit system</p> <p>Celebration assemblies</p> <p>Celebration of effort alongside attainment</p> <p>Sharing Fridays</p> <p>Open evenings</p>	<p>Small class sizes in writing and maths</p> <p>Booster teachers</p> <p>Detailed pupil progress tracking</p> <p>Learning plans</p> <p>Education Health Care Plans</p>	<p>Opportunities for all</p> <p>Inclusive events</p> <p>Ability no barrier to participation</p>	<p>Teaching tolerance</p> <p>All are made in God's image</p> <p>Adjusted practices</p> <p>Provision of auxiliary aids and services</p>	<p>School trips</p> <p>Curriculum days</p> <p>Investigations</p> <p>Extra-curricular clubs</p> <p>Music concerts</p>	<p>All pupils prepared for the next phase of their education</p> <p>Pupils develop a lifetime love of learning</p> <p>Pupils with articulate enquiring minds</p>



					School productions	
					Inter-school sport	

## Skills and attitudes

St Adrian's Catholic Primary School believes that the brain will perform best when the heart is fully engaged.

We believe that a skills-based curriculum in which children are taught thinking skills and also take part in lessons which aim to make them socially and emotionally intelligent leads to more rigorous and critical thinking; increases motivation and engages more pupils; improves teacher-pupil and pupil-pupil relationships; can lead to pupils achieving learning objectives more readily; requires subject-specific knowledge and skills to flourish and progress alongside one another.

Research shows that the chances of success in life are eighty per cent determined by emotional intelligence and twenty per cent by IQ. Therefore, success for our learners will be down to a focus on the key skills of the curriculum and not content; on promoting quality work and developing pupil creativity.

This will include developing core skills and aspects of learning such as:

Independence	Perseverance	Questioning	Reflection	Resilience	Exploring	Methodology
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Collaboration	Engagement	Curiosity	Evaluation	Passion	Risk taking	Problem solving
Communication	Enquiry	Creativity	Reasoning	Processing	Computing	Joy



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<b>Independence</b>	Put simply, independent learning is when pupils set goals, monitor and evaluate their own academic development, so they can manage their own motivation towards learning. Students exploring for themselves is at the very core of learning. Making discoveries from a task the teacher sets that they are genuinely interested in and find challenging The feeling they gain from self-direction is wonderfully rewarding for learners as well as an incredible life tool. The Education Endowment Foundation (EEF) found that self-regulated, independent learning has a high impact on pupils' progress. In the report, " <i>What is Independent Learning and What are the Benefits for Students? (2008)</i> ", it was found that the benefits of independent learning for students include: improved academic performance; increased motivation and confidence; increased chances to be creative and intellectually creative; fostered social inclusion and countered alienation from peers; and increased opportunities for completing differentiated tasks, set by the teacher. <a href="https://blog.irisconnect.com/uk/9-tips-for-encouraging-students-to-become-independent-learners/">https://blog.irisconnect.com/uk/9-tips-for-encouraging-students-to-become-independent-learners/</a>
<b>Collaboration</b>	Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. " <i>Benefits of collaborative learning (2011)</i> ," found that collaborative learning had: social benefits; psychological benefits; and academic benefits.
<b>Communication</b>	Speaking, listening, reading and writing – all vital skills for expressing ourselves and understanding others. Whether you are having a conversation with friends, a discussion in class or writing a letter; pupils who are better communicators make a better impression. The importance of communication skills for students cannot be underestimated. The earlier in life these skills are developed, the better.
<b>Perseverance</b>	Perseverance - a refusal to give up the pursuit of a goal despite difficulties. It involves the ability to see failure as a positive learning experience and empowers the student to try and try again until the learning goal is attained. Developing a perseverance-friendly culture needs teachers to believe that real learning comes from making mistakes and overcoming being stuck. ... mistakes are learning opportunities. Real learning requires effort, and good teaching is about putting the learning in the extended grasp of the learner.
<b>Engagement</b>	Engaged learning is the process in which students actively participate in their learning. ... Engaged learning allows students to participate in 'real-life' activities through collaboration, exploration, and discovery with peers. Meaningful learning experiences are the most effective way for students to engage in learning. Meaningful learning refers to the concept that the learned knowledge (let's say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts. This is often achieved by placing the new learning in context.
<b>Enquiry</b>	Enquiry-based learning is a form of active learning that starts by posing questions, problems or scenarios. As opposed to the teacher presenting facts and knowledge about the subject, the teacher facilitates learning through learners posing questions. Thus enquirers will identify and research issues and questions to develop knowledge or solutions. Enquiry-based learning includes problem-based learning, and is generally used in small scale investigations. The enquiry-based learning is closely related to the development and practice of thinking and problem solving skills.
<b>Questioning</b>	Questioning is a two-way process. Pupils need to become accustomed to answering higher-level, open-ended questioning such as, "Why do you think that?" However, an essential part deeper learning is encouraging students to pose their own questions. Questions allow students to dig



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	deeper, explore, and correct misconceptions. Unfortunately, historically, many students do not feel comfortable asking questions. By being exposed to a questioning culture pupils will develop a curious mindset and develop the skills of both posing and answering more complex questions.
<b>Curiosity</b>	Studies show that, curiosity makes our brains more receptive for learning. So when pupils are curious about a subject, they are much more likely to remember information learned about that subject. Curious students not only ask questions, but also actively seek out the answers. Instilling students with a strong desire to know or learn something is what every teacher lives for, and research has even shown that curiosity is just as important as intelligence in determining how well students do in school.
<b>Creativity</b>	Creative education is when students are able to use imagination and critical thinking to create new and meaningful forms of ideas where they can take risks, be independent and flexible. Instead of being taught to reiterate what was taught, students learn to develop their ability to find various solutions to a problem. When originality is encouraged, pupils become more engaged which facilitates deeper learning. Instead of "standardising" how students approach a problem, different responses would be encouraged. This, in turn, allows more than one type of learner to exist within a classroom.
<b>Reflection</b>	Reflective learning is a form of education in which the student reflects upon their learning experiences. This could be through proof reading, self or peer assessment. This reflective practice has huge benefits in increasing self-awareness, which is a key component of emotional intelligence, and in developing a better understanding of others. Reflective practice can also help to develop creative thinking skills, and encourages active engagement in the learning process.
<b>Evaluation</b>	<b>Pupils and adults alike need to be able to evaluate or determine a subject's merit, worth and significance. This could be the outcome of an experiment, a critique of a painting, film or book or the quality of a piece of school work - this can include peer and/or self-evaluation. The process of gathering, analysing and interpreting information, and acting on the results improves the quality of pupils' own learning outcomes. Critical evaluation of information gathered from internet sources is increasingly important for modern learners.</b>
<b>Reasoning</b>	Reasoning skills allow an individual to approach a problem, understand how to solve it, and then apply certain methods to arrive at a viable solution. Reasoning skills can be developed and used. Teachers facilitate reasoning through higher order questioning, challenging pupils with cognitive conflict and requiring pupils to clarify explanations.
<b>Resilience</b>	Resilient learners feel a sense of control over their own destinies. They know that they can reach out to others for support when needed, and they readily take initiative to solve problems. Teachers facilitate resilience by helping children think about and consider various paths through adversity. Resilience is the ability to bounce back from mistakes, adversity, challenges, or even stress. It's not something that pupils either have or don't have; it's a skill that should be developed. Resilient learners are more likely to take healthy risks because they don't fear falling short.
<b>Passion</b>	Passion for learning is largely driven by curiosity, fascination and the awesome wonder of how the universe works and how everything is connected and interrelated. When students are passionately engaged in their learning – when they are mesmerised by their learning



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environment or activities – there are myriad responses in their brains making connections and building schema that simply would not occur without that passion or emotion.



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<b>Processing</b>	<b>Processing skills are the tools pupils use to interpret the information they face every day. Poor processing means tasks take longer, consume more energy, and can be more frustrating. Teachers can promote the development of good information processing by providing scaffolding (1) and encouraging learners to use conceptual knowledge and strategies. Good information processing is produced by years of appropriate educational input.</b>
<b>Exploring</b>	Learning through play and exploration begins at the earliest stages of a child's life. The ways in which the child engages with other people and their environment – playing and exploring, being active and creative – underpin learning and development across all areas and support the child to remain an effective and motivated learner.
<b>Risk taking</b>	Students should be encouraged to take academic risks when they are learning. An environment where the fear of failing is only seen as the next step in success motivates and increases student learning and achievement. Pupils need daily opportunities to take reasonable risks and challenges in order to develop into strong and capable children. A reasonable risk is any action, activity, or behavior that starts with careful consideration and results in taking a leap towards an safe unknown.
<b>Computing</b>	In this fast changing technological world, pupils need to be taught to use technology safely, respectfully and responsibly. They need to know about keeping personal information private; identifying where to go for help and support when they have concerns about content or contact on the internet or their online technologies; and they need to become discerning in evaluating digital content especially when using it for research.
<b>Methodical</b>	Methodical approaches involve planning and organising one's thoughts and process in order to overcome problems. Recording and communicating thoughts through jottings and sketches evolves into producing tables and charts so that patterns can be identified. Methodical working includes the ability to adapt and change plans as the problem unravels or new information comes to light.
<b>Problem solving</b>	Problem-based learning is a pupil-centered strategy in which students learn about a subject through the experience of solving an open-ended problem found in trigger material. The answer does not immediately present itself therefore, the process does not focus on problem solving with a defined solution, but it allows for the development of other desirable skills and attributes. This includes knowledge acquisition, enhanced group collaboration and communication. The process enhances critical appraisal and encourages and facilitates many of the other skills found in this list.
<b>Joy</b>	Joy - the emotion of great delight or happiness caused by something good or satisfying. <i>"What avail is it to win prescribed amounts of information about geography and history, to win the ability to read and write, if in the process the individual loses his own soul?"</i> - John Dewey School must capture the children's spirit to learn, their sense of wonder, their curiosity about the world, and their willingness to care for the human condition. Without joy we have not succeeded as educators, no matter how well our students do on standardised tests.





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Scaffolding – these are supports provided by the teacher to aid learning. They take many forms including; worked examples, number squares, multiplication grids, word banks and success criteria.

Central to these attitudes and approaches to learning, are the theories of Growth Mindset. This is a term coined by psychologist Carol Dweck and her research has identified the characteristics of learners with a fixed and a growth mindset:

