

CURRICULUM

Critical Questions and Guiding Principles

Why do we exist?

Our Mission and Vision

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

1

How do we behave?

Our habitual virtues (Gospel Values)
Humility – Faithfulness - Service

2

What do we do?

Leaders are supported, enabling staff to have deep knowledge to deliver sequenced and carefully selected curriculum content.

3

How will we succeed?

Pupils access an ambitious curriculum, accessible and adapted to meet their needs and level of challenge. Assessment for learning is well used to inform next steps and pupils are well prepared for their next phase of learning.

4

What is most important, right now?

Pupils can achieve well through the promotion of sustained engagement and metacognitive approaches in pedagogy. Pupils make connections in learning. Oracy underpins learning sequences to support understanding of key concepts.

5

Who must do what?

Our roles and responsibilities
Leaders ensure curricula are coherent and concepts are developed over time.

6



Humility

Faithfulness

Service

CURRICULUM Guiding Principles

Through our schools and curricula, we must empower our pupils and staff to recognise and interpret their existence considering God's great plan. Our primary purpose as Catholic educators is the development of the whole child through encounters with God, which will transform each individual and lead to a renewal of society; a renewal built on equality, high expectations, and aspirations of excellence for all. Our job as Catholic educators is to support, nurture and develop each young persons' personal aspirations. We will do the same for all our staff. We must provide the launch pad for their ambitions.

1. Why do we exist?

To provide great Catholic education across Greater Manchester to 'rebuild the church for future generations' in line with the Diocesan mission.

2. How do we behave?

We will live out our habitual virtues; humility, faithfulness and service.

- We believe that Catholic values should underpin a rigorous, ambitious curriculum that supports pupil agency.
- Within our schools, all pupils are entitled to a rich, ambitious curriculum, encouraged to use autonomy and access the powerful knowledge that maximises life chances.
- We believe that pupils need powerful knowledge and character education to understand and interpret the world in which they live.
- We recognise the vital importance that oracy and the love of reading play in curricula design.

3. What do we do?

- We will support leaders so that teachers, including all staff in class-based roles, are effective and that they have a deep knowledge of the subjects they teach, and how these are planned across the full range of their school phases.
- We will work with leaders to ensure that teachers have the skills and knowledge needed to deliver well-sequenced and carefully selected curriculum content.
- We want all teachers to be knowledgeable and have high levels of confidence delivering the curriculum and seek support from subject and phase leads when they are not.
- We will ensure that our schools offer opportunities for the development of cultural capital, considering the unique contexts and backgrounds of the communities they serve.





4. How will we succeed?

- We will support our school leaders to make sure that curricula are appropriate to the school circumstances.
- We will use evidence informed practice to develop our curricular ensuring staff teams have access to CAT-wide capacity and expertise to secure the best outcomes for pupils.
- We will work with leaders to make sure that all pupils have access to a broad and ambitious curriculum. We will support leaders to make sure that teachers make appropriate adaptations to their curricula so that they are accessible to pupils with SEND.
- We recognise that high-quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils (EEF, 2022).
- We encourage school leaders to provide an appropriate level of challenge for pupils while also considering what is known about the way in which pupils learn. (Boaler, William & Brown, 2000).
- We encourage leaders to consider what assessment for learning looks like in their schools to secure curricular progression.
- We expect school leaders to deeply consider which assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills, and competencies we want our pupils and children to develop.
- We encourage school leaders to work with stakeholders to share curricular information with parents and promote home support.
- We promote the value of pupil voice in evaluating the impact of a school curriculum.

5. What is most important, right now?

- We recognise the importance of pupils achieving well in each key stage. This will equip pupils with the skills they need as they move through education and beyond school.
- We expect pupils who leave school to be ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They have an appreciation and love for reading and develop to read widely and often, with fluency and comprehension. Our pupils leave our schools ready to be of service to society.
- When school leaders develop their curricula, they need to ensure that these develop disciplinary habits of mind. Pupils should be exposed to powerful ways of thinking that are developed through sustained engagement with the subject.
- We expect leaders to ensure that teachers teach consistently well, applying sound pedagogical practices in all lessons and utilising coherent learning sequences based on detailed long-term plans.
- It is important that leaders ensure that pupils can talk with confidence about what they have been taught using correct terminology, showing examples of their learning and describing the “why” behind the work they have produced.
- Lesson visits show good learning behaviours and that pupils can access, enjoy and make progress within the curriculum regardless of their starting point or any additional needs.
- Work scrutiny demonstrates pupils’ increasing understanding of key concepts within areas of learning or subjects, evidencing a coherent teaching sequence has taken place within each topic or unit of work.



6. Who must do what?

- We support leaders to ensure that their chosen curriculum is ambitious, broad, knowledge-rich, well-sequenced and progressive. The school curriculum is built on teachers knowledge of pupils' needs as they arrive in school, and subsequently, the prior knowledge that pupils have acquired.
- Leaders actively plan curricula so that pupils make links with what they know. This will enable pupils to know and remember more over time.
- We support leaders to make sure that their curricula are coherent – unless explicit connections are made between the different experiences pupils encounter in school, they are likely to see them as unconnected. Thinking hard about coherence matters, because if we do not, then knowledge can be fragmented and pupils’ learning will be disconnected.

Documents Referenced

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