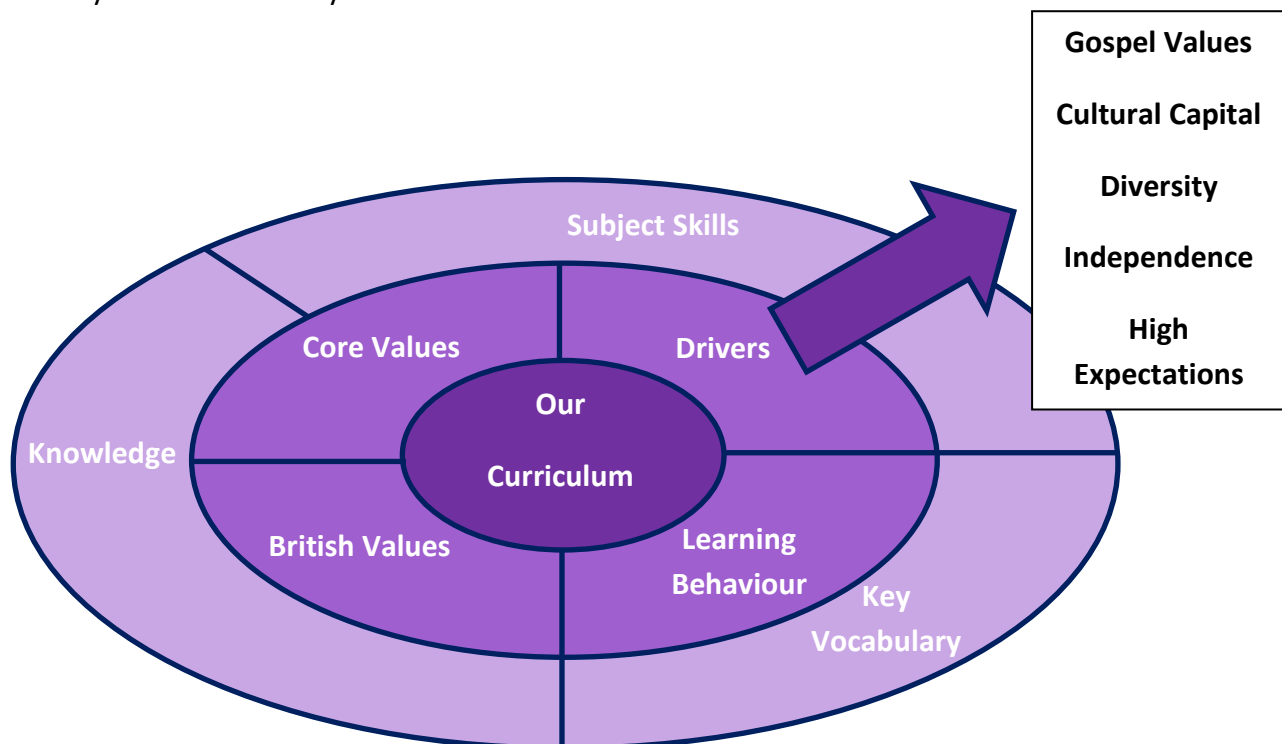




Intent, Implementation and Impact

INTENT

At Emmaus our curriculum is designed to provide opportunities for our children to develop as independent, confident, successful learners with high aspirations, who know how to make a positive contribution to their community and wider society.



Our Curriculum Drivers

Gospel Values - As a joint denominational church school, our curriculum takes the lead from the Gospel Values. We have four core Christian values; Hope, Trust, Friendship and Love that we promote in all areas of our school life. We believe that our Christian values help our children to know themselves, learn to reflect on their experiences, explore the questions of how to live and treat others and so reach a set of beliefs by which to guide their lives. All aspects of the curriculum are planned carefully ensuring that the Gospel Values are evident throughout.

Cultural Capital - Cultural capital is defined as the accumulation of knowledge, behaviours, and skills that children can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will use as they grow in order to be successful in society, their career and the world of work.

At Emmaus we believe that a great, rich and broad curriculum builds cultural capital. We strive to ensure that our children are knowledgeable about a wide range of culture, they are comfortable discussing its value and merits, and have been given a vast array of experiences and access to skill development. We offer a large

variety of subject areas and arts; promoting character-building qualities that lead to creating well-rounded, global citizens.

Diversity – At Emmaus, the majority of our children come from a white-British heritage. We understand the importance of developing a curriculum which is diverse and provides the opportunities for our children to expand their knowledge and understanding of, many different cultures and identities in a manner appropriate to the subject being taught.

Independence – Our curriculum is heavily focused on ensuring our children become independent learners.

High Expectations – The curriculum and assessment system at Emmaus is developed to ensure that we have time to recognise and value the whole child. We support all areas of learning which we believe leads to better outcomes for all learners regardless of social background. All areas of the school curriculum have high expectations of all of our children regardless of their starting points.

Our Curriculum

There is a high focus on developing children's moral, spiritual, social and cultural understanding and our curriculum ensures that children are well prepared to be outstanding citizens in modern Britain and financially literate for the world of work. To promote the spiritual, moral, cultural, and mental development of pupils and prepare them for the opportunities, responsibilities and experiences of life, we enrich our curriculum by building in many diverse opportunities for them to learn. To promote British Values throughout school, staff and pupils are asked to exhibit them in their lives and subject leaders identify opportunities in their subjects where these values can be demonstrated. Through our curriculum we seek to address many of the specific needs of our community in order to best equip our pupils with the skills and knowledge to keep themselves safe now and in the future.

Our curriculum provides pupils with memorable experiences from which children can learn and develop a range of transferable skills. Its design ensures that the needs of individual and small groups of children can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate. Our curriculum promotes achievement, confidence, good behaviour and leads to children feeling safe to try new things. Children will develop nurturing skills towards their peers and younger children and gain organisational skills to promote their learning both now and in the future.

We believe that a healthy body is essential for a healthy mind. Our curriculum is designed with supporting processes and strategies to ensure maximum participation while the long-term benefits of regular exercise and a healthy diet are reinforced throughout. The long-term benefits of regular exercise are also repeated and consolidated in PSHE and Science lessons. This approach has enabled us to achieve the Healthy Schools Award and the Gold Games Mark Award. Our children thrive in a creative environment in which we plan themed days, welcome curriculum subject-specific visitors and use our environment to its full capacity. This is evident in our previous Arts Mark Gold Award and current application, which commended the work we have done in Art and Design, Music and Design Technology.

At Emmaus our pupils can expect: -

- A curriculum that is ambitious for all pupils
- Opportunities to take part in Forest School in the EYFS
- A curriculum that is coherently planned and sequenced providing pupils with sufficient knowledge and skills for future learning and employment
- A curriculum that is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities
- A curriculum that is broad and balanced for all pupils
- Opportunities to share their achievements in assemblies and other whole school events
- Opportunities to contribute towards their learning and be involved in decision-making that affects the whole school either through School Council, Eco-Council, and through regular pupil voice
- Opportunities to represent the school through sporting events and musical/dramatic performances and perform in class assemblies and collective worship
- A very wide range of clubs and extra-curricular activities
- Opportunities, where possible, to work with the local community
- The opportunity to be a playground buddy, where older pupils support younger pupils in their playtime
- The opportunity to develop safe practices and a healthy lifestyle
- Opportunities to apply for senior pupil positions such as Head Boy/Head Girl and House Captain.

IMPLEMENTATION

We follow the Statutory National Curriculum 2014 for Key Stages 1 and 2 and Early Years Statutory Framework. However, our curriculum is much broader than this; it also makes effective use of our wonderful city and demonstrates inclusivity for all our learners. Our teachers deliver varied and engaging topics across the year to enable children to develop a real interest in and a depth of understanding of the subject studied. Teachers include many opportunities to apply the taught skills and knowledge of other foundation subjects and include reading, writing and mathematics in a meaningful way. Learning opportunities and subject progression maps for all year groups are planned to ensure progression and repetition in terms of embedding key learning, knowledge and skills. Fundamental British values and SMSC are developed and taught within the topics and may also be part of a theme day or week across school. For example, we hold a Safer Internet Day across the whole school.

As a joint denominational school, we ensure we deliver a high-quality Religious Education programme to our children and this has led to our school being awarded the Silver RE Quality Mark. Collective Worship is planned to provide our children with strong Christian values to practise and model both at school and in their community. English and Mathematics play a significant role in our curriculum to ensure pupils attain as high as possible and are fully prepared for secondary school and beyond. These core subjects are delivered in the context of a full and rich wider curriculum providing exciting and engaging opportunities for pupils to learn. All subjects are timetabled and taught discretely, cross curricular links are made where appropriate and used where they enable us to most effectively meet the specific learning objectives of the subjects concerned or give pupils additional opportunities to embed and extend learning.

We make use of specialist providers, such as linguists and peripatetic music teachers who are able to provide expertise to enhance our children's learning. We value and prioritise school visits, residential and extra-curricular activities which enhance the taught curriculum. Our curriculum offers experiences of the wider world beyond the pupils' immediate community and promotes growing confidence and independence. For example, our children are given the opportunity to attend residencies in Year 4, Year 5 and Year 6 both in the UK and abroad.

Emmaus takes pride in providing a highly inclusive environment, where all learners demonstrate high levels of enjoyment in their education and where most make very good progress across the curriculum. Our approach to learning led to us to being awarded the Inclusion Mark at the Gold standard by Liverpool School Improvement.

Opportunities for pupil voice are planned throughout the year and we actively encourage our children to take on leadership roles within our school.

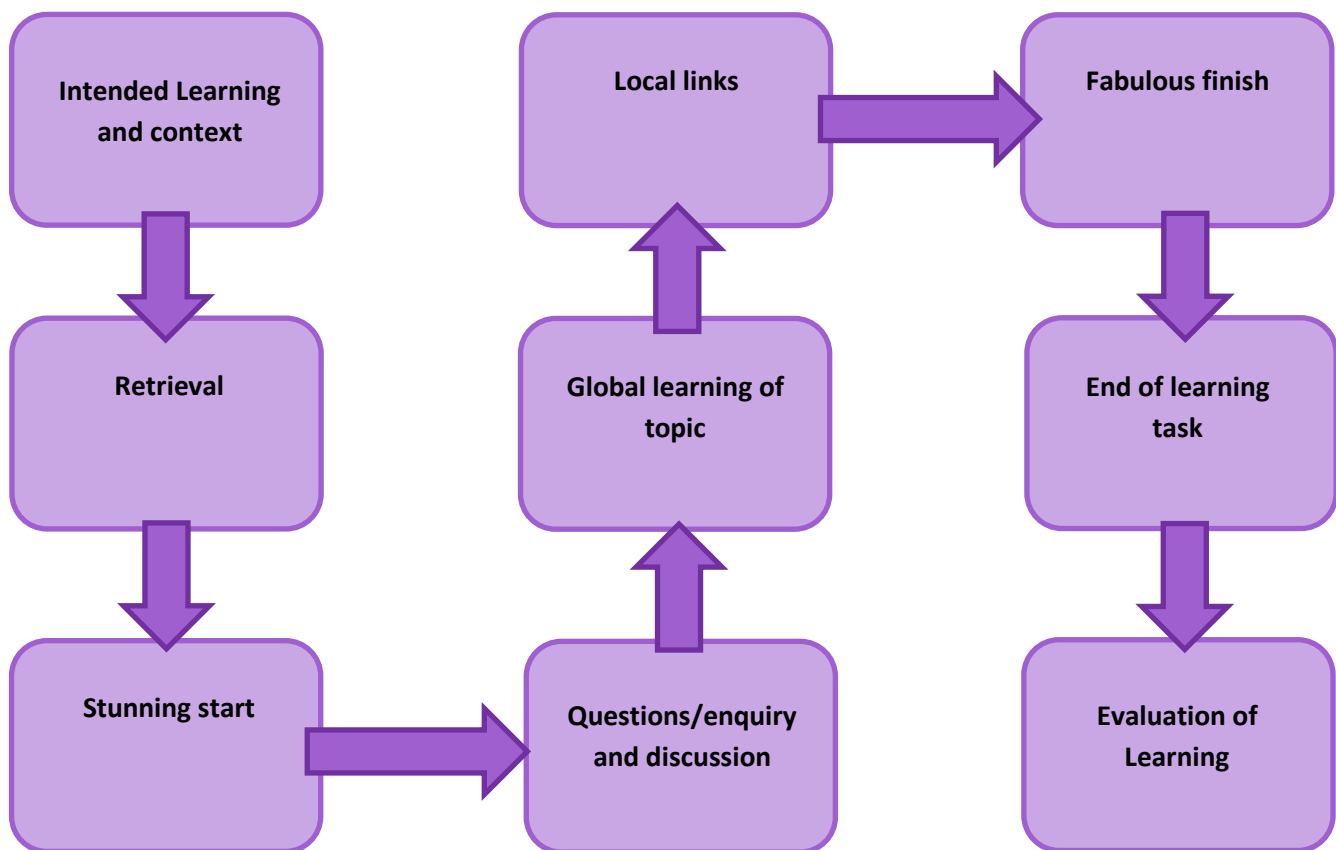
Our school is also a Centre of Excellence for French. Our children are taught French from Nursery to Year 6. This includes a weekly French lesson from a fluent speaker and the opportunity to visit France in Year 5. This provision has led to our school being the first in the city to be awarded the Gold French Quality Mark by Liverpool School Improvement and has again since been renewed.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Our curriculum will be enhanced by visits and visitors: -

- The opportunity to work with a professional artist in residence on more than one occasion during their primary schooling.
- A residential visit - Year 4, (PGL), Year 5 (Chateau Du Broutel in France) and Year 6 (Skiing in the Italian Alps).
- Enrichment activities and visits that are linked to topics - at least one visit per term.
- The opportunity to play in sports tournaments across the year.
- Visits from clergy from both our parish priest from Our Lady Queen of Martyr's and our vicar at St Cuthbert's.
- Taking part in weekly French lessons with a fluent speaker.
- Workshops linked with our topics, such as chocolate workshop in Year 5 and Chinese traditional dancing in EYFS.
- Class visits: For example, cathedrals, Science Museum, wildlife park, farm visit.
- Visitors to school: For example, parents who share their skills and work experiences, drama groups, dance specialists.
- Workshops delivered by specialists: For example, sculpture, music teachers, history experiences.
- Themed Days: For example, Sports days, French days, History days.
- Performance opportunities: For example, Christmas performances and musical events.

Our Learning Cycle



Our learning cycle demonstrates the elements we ask our teachers to incorporate in their planning. We are very aware that not all elements lend themselves to all subjects and units within. This acts as a checklist for teachers.

When planning/teaching a unit of work, teachers will use the Whole School Curriculum Map and Subject Progression Map to ensure that:

- They identify links between previously taught topics and explicitly discuss this with the children (see point 2 below)
- Use assessment information from Progression Maps to inform planning

All lessons start with sharing the intended learning for the lesson/unit of work. This involves the teachers explaining the learning objective to the children. This is then put into context.

1. Sharing the learning objective
2. Why are we learning about this? A discussion around where the lesson fits into the sequence and what they are building up to.
3. What have we learned before that will help up? Links are made to previous units and a retrieval activity follows this to determine the children's starting point.

A retrieval task is set in order to assess the children's starting points and inform their planning. Some subjects such as History, Geography, Art and DT then have a 'stunning start' which helps to hook and enthuse the children about the topic – here they develop a thirst for knowledge.

We ask our teachers to look for opportunities to include any global learning within their unit of work/topic. This helps our pupils make sense of the increasingly globalised, complex and rapidly changing world in

which they live. It enables them to think critically about world issues and to develop an awareness of the impact our own actions can have on others. We believe a holistic approach to global learning equips our children with the essential knowledge, skills, attitudes and dispositions that will enable them to realise their potential and make a positive contribution to our world. Typical global learning themes include such topics as climate change, citizenship, aid, poverty and hunger, social justice, fair trade, conflict etc.

As one of our drivers that we feel strongly about is cultural capital, we ask our teacher to look for any local links in the community that they can incorporate in their planning. This will continue to broaden the experiences of our children and deepen their understanding further. This links to our Fabulous finishes and may take the form of a class trip, visitor to school or themed days.

All subjects will have an 'end of learning task' which is crucial in order for our children to clearly demonstrate the progress they have made from their starting point 'pre-learning task. The 'end of learning task' will be in the children's books as a form of celebration of the children's successes.

An evaluation of learning will take place by the class teacher at the end of each unit of work/topic. The teacher will determine the knowledge and skill areas that are strengths and areas that may need to be reinforced in other topics/units. This will inform the teacher's future planning.

IMPACT

Through a planned programme of assessment, monitoring and evaluation; teachers, subject leads and senior leadership are able to determine the impact of our curriculum and to adapt our planning and interventions to help provide the best possible support and outcomes for all our children. Having high aspirations for our learners has ensured that the school has a strong track record of ensuring that pupils make very good progress from their starting points, fulfil their potential and go on to secure outcomes that prepare them well to leave Emmaus as confident, independent and resilient life-long learners. Our curriculum drivers equip our children effectively not only in the measured outcomes in reading, writing and mathematics but in broader outcomes that have a significant bearing on their future success in their community, city and wider world. In our most recent parent survey (March 2022), 99% agreed that their "child makes good progress" and were "offered a wide range of opportunities for learning both within and outside of school."