

St Joseph's Curriculum Implementation



At St. Joseph's it is our intention to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our aim is to provide all students with the opportunity to achieve their potential. We employ strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps.

In September our "ThinkME" strategy was launched to support Think Me! The aim of the Think Me! motto is to ensure that the bespoke needs of each individual student are being met in the classroom, it is an intentional move away from the idea of cohorts where there is a temptation to look for a model that suits a group of students, to a more bespoke approach that accounts for students' different starting points. This has also been brought about due to Covid-19 as, whilst some students may come under the SEND, PP, EAL, LPA, MPA or HPA umbrellas, ALL students are subject to having been affected by Covid-19 in some way that has had an impact on their education.

Our aim is to continue to develop Quality First teaching to ensure all students make excellent progress. In 2021/ 2022 this will be seen via:

- Improving Assessment strategies
- Improving Literacy strategies

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ThinkME Areas of Focus

Area	Actions	Outcome
Know the child	<p>Ensure staff and students know names/ wear name badges / put teacher names on the board/ meet and greet daily/ use TEAMS to communicate.</p> <p>Increase Student Voice both as a QA activity as well as a teaching activity.</p> <p>Share data that enables a better understanding of the child.</p>	<p>Staff and students have a good understanding of current progress and next steps.</p>
Assessment	<p>Improve AFL especially CFU and adaptive teaching in every lesson to include all students.</p> <p>Improve questioning techniques to ensure students think deeply about their learning and thus remember their learning more easily.</p> <p>Regularly adapt L&T and the curriculum as a consequence of formative and summative assessment.</p> <p>Ensure that data systems support information about students, their progress, and the effectiveness of the Intent and Implementation.</p> <p>Ensure HODs have a clear progression model that supports their curriculum intent.</p> <p>Use assessment information more effectively to plan teaching which meets students' needs and provides appropriate levels of challenge.</p> <p>Ensure clarity of curriculum intent in all areas so that feedback can be targeted, specific, relevant and bespoke.</p>	<p>Each subject area has a curriculum model that is continuously being improved to meet students' needs and this is reflected in the classroom.</p> <p>Students' outcomes improve consistently.</p>
Literacy	<p>Use data to prioritise intervention.</p> <p>Set up a reading programme.</p> <p>Create a climate of reading by setting up a library open to all.</p> <p>Train whole staff in disciplinary literacy strategies.</p> <p>Introduce literacy progression scales which can be adapted for each subject area so that assessments include this aspect of the curriculum as a discrete element.</p> <p>Continue to deepen understanding around inter-disciplinary literacy and increase the strategies used in all areas gradually (oracy, comprehension, speaking to write etc...)</p> <p>Work with BLA to achieve the dyslexia friendly schools award thus removing barriers to learning for a wide range of students not simply those with dyslexia.</p> <p>Build on EAL training from 2020/2021 to continue to improve T&L delivery for ALL students.</p> <p>Use new KS2/ KS3 teacher to support intervention and staff training that ensures students do not carry over gaps in learning from KS2 including phonics.</p>	<p>Students' have strong literacy skills that are evident in all areas of the curriculum.</p>