



*St. Edward's Catholic  
Primary School*

*'Let all you do be done in love'*

*Our Curriculum.*

Relationships  
Responsible  
Regulation  
Reflective  
Resilience  
Recognise  
Respect

*"Let all you do be done in  
Love"*

*1 Corinthians 16:14*

*July 2024*

The aim of this document is to ensure there is a common understanding of the kind of learners we are creating in our school and the kind of teachers and support staff we need to be in order to meet these needs.

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## 1. Our Vision

### Our Vision

*St Edwards is a place of learning in which each individual is empowered and encouraged to fulfil their unique potential. We aim to celebrate everyone's remarkable individuality through the core of our curriculum's seven R's, ensuring overtime everyone gains the knowledge and understanding of respect, responsibility, resilience, being reflective and the ability to recognise. Our Catholic faith touches every part of our school life enriching our community as we live out our mission of*

*'Let all you do be done in love'.*



*'Let all you do  
be done in love'*

*1 Corinthians 16:14*



## 2. Our Curriculum Intent

Our school is built on secure and positive relationships between pupils, staff, families, and other members of our community who support our school. The wellbeing of our pupils is paramount in the delivery of our curriculum as we create lifelong learners who are equipped for today's society. We ensure our environment support pupils to develop as independent learners with the seven Rs of resilience, respect, responsibility, being reflective, relationships, regulation and recognising as the core foundations of our curriculum and approaches to learning in school.

We believe that through each of the R's our pupils will be nurtured to know and understand their individuality and potential to make a difference in today's world, locally, nationally, or globally.

**Relationships** – We strive to build positive, trusting relationships between pupils, staff, families and our wider parish community. We believe that strong relationships at St Edward's supports children's wellbeing in order to enable them to access their learning as they feel secure and supported to embrace challenge and develop into independent learners, with a sustained passion to learn. We believe that happy and healthy relationships have a long-lasting positive impact on children's learning.

**Resilience** – Through our teaching and learning we aim for our pupils to have a clear sense of self identify and self-efficacy, enabling them to be more prepared to cope with change, challenge and adversity that they will encounter personally, socially and academically in their lives. We believe that all pupils should be supported to enable them to become independent in their decision making, setting goals and the strategies that can use to overcome barriers as they develop a strong sense of self belief as they are encouraged to take risks and see mistakes as part of their learning journey.

**Responsible** – Through collective responsibility towards our Catholic faith and the diverse religious groups within your school community we develop a sense of self responsibility by being tolerate, knowledgeable citizens of our world that understand the stewardship we all hold. child's integrity, responsibility and fundamental sense of right and wrong when faced with challenges in their lives.

**Reflective** – Pupils are supported to become deep, open-minded thinkers, capable of guiding independent decision making in all aspects of school. Through the engagement of pupil's discussions, they will reflect upon their experiences to set goals and grow as a learner recognising how we can learn from self and others in our school community.

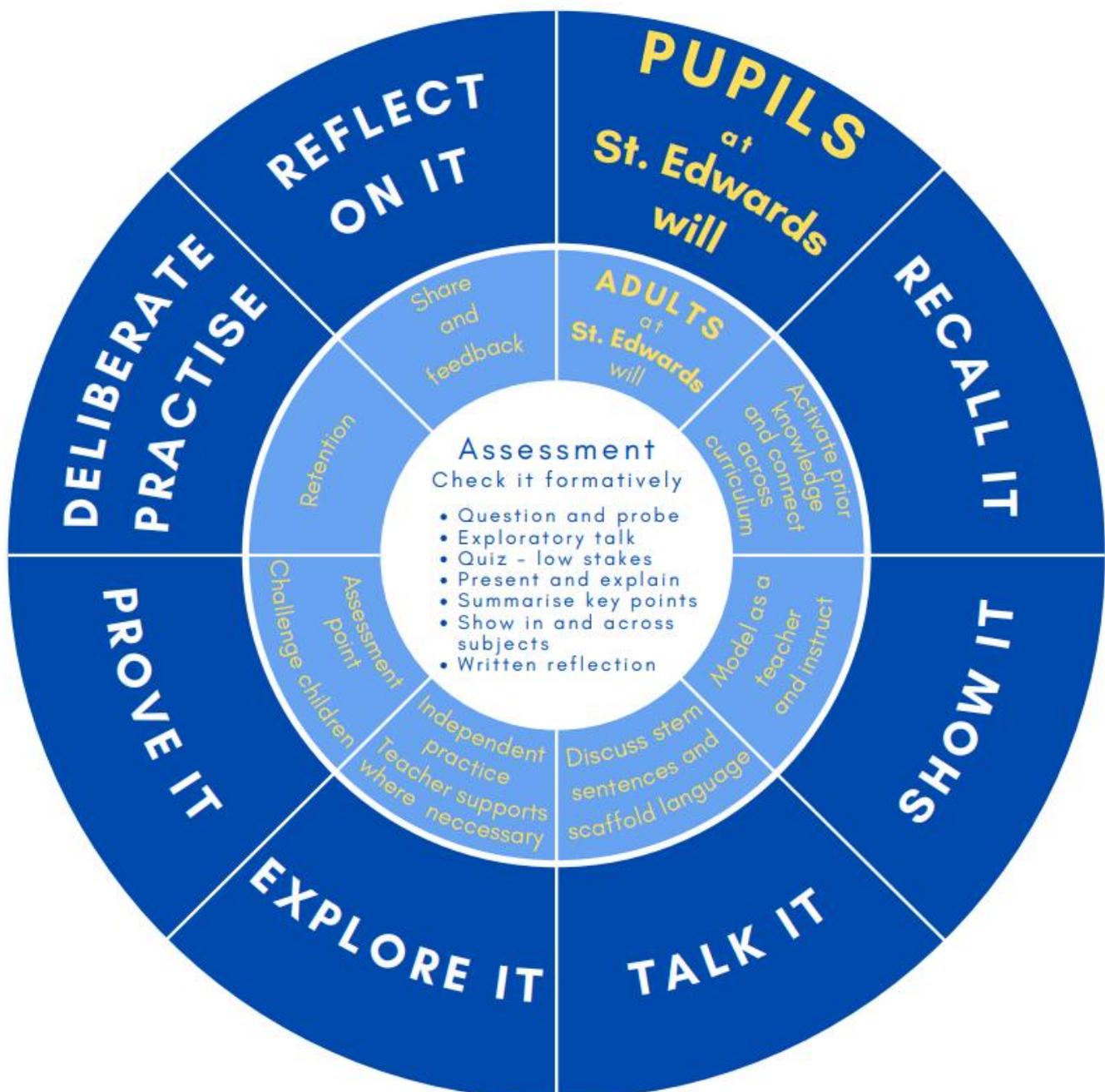
**Regulation** – With our strong focus on well-being we support pupils in their development of self-regulation, through understanding and managing of our own behaviours and emotions. To make connections, to get along with others, to develop a sense of self awareness and recognise the impact of our own and the actions of others can have on our well-being. We teach children to develop healthy coping strategies that will support them throughout their lives and recognise that are times when collaboration can support us in our regulation.

**Recognise** – Across our teaching and learning approaches our pupils will recognise the power of their own voice, thoughts and opinions, understanding how our actions impact our self and others. Through their success and challenges they connect their prior knowledge and future learning to enable them to make informed decisions to support our growth mindset. We

celebrate though God’s creation our uniqueness and knowledge that each of us knows the importance of unity in our school and expression of diversity within our community.

**Respect** – ‘Let all you do be done in love’ is our Mission Statement through which we all strive to live out in all our thoughts, words and actions. We share God’s true faith and love, we respect and respond to building positive relationships where each person is respected, valued and accepted within our school community. We model compassion and respect for self and others through the positive relationships we build in our school ensuring we listen to other’s viewpoints when they may differ from our own and taking care of our self, others and our environment to enable us all to flourish.

### 3. Teaching Model



## **4. Oracy**

### **What our Learners Need.**

Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills.

Many of our children do not arrive at school with the elaborate language code needed to give them the start in school that they will eventually need to succeed.

In serving them, and in meeting their needs, we need to ensure that their language moves from restricted to elaborated as they progress through our schools.

Language development WILL NOT stop at the end of Reception but will evolve in the curriculum as learners progress through each phase of our schools. Our intension is that Oracy is an integrated part of our schools' curriculum and is evident across all subject disciplines.

### **Why is Oracy important?**

Oracy is concerned with learning **to** and learning **through** talk. It is about listening to receive and understand language and for talking with expression to articulate thinking and ideas:

- Supports learners' sense of wellness as it develops expressive language.
- Boost critical thinking skills.
- Emphasises reasoning which leads to better decision making.
- Support all disciplines across the curriculum because it emphasises the acquisition and expression of meaning.
- Enables learners to be included as it teaches the social and emotional conventions of language and encourages effective collaboration.

## **5. Metacognition**

We have developed a planned approach across all areas of our teaching and learning that supports children to understand how their brain works to support their learning. We sequence this overtime to ensure all children have the opportunities to understand the metacognition vocabulary alongside the expectations of this in practice progressive for each year group.

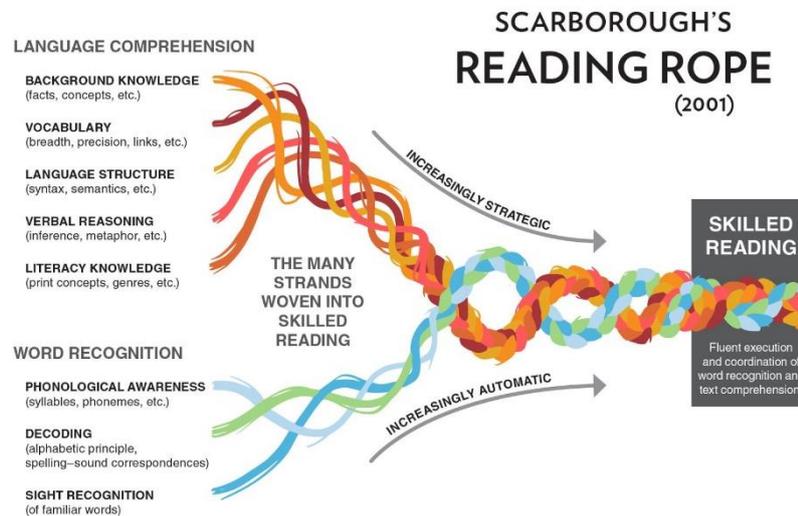
We ensure explicit teaching of the vocabulary and what this looks like in each year group is taught at the start of each academic year, this is not limited but allows time to explore the progressive detail we expect our children to use to enable cognitive development to be ingrained and habitual within our learning. 'These 'cognitive stepping stones' ensure that everyone knows how to move forward, and no student is left behind' (Structural learning.com)

## **6. Reading**

We follow Scarborough's model for reading with the understanding of teaching all of the strands with equal time and importance in order to develop every child into a skilled reader. The focus of reading is included in every subject area, and we use the following approaches to ensure consistency across the school.

- Use of core texts that will challenge a child's reading skills and assist with developing their critical thinking skills and the ability to interpret the world around us.
- Teaching of synthetics phonics with all teaching staff trained in the teaching of phonics
- Daily whole class reading – modelled by the class teacher to promote a love of reading

- Focused reading daily using different strategies such as paired, choral and echo reading to develop not only fluency but comprehension skills too
- Reading for pleasure enabling the children to access not only structured reading texts appropriate to their age and reading level but also texts that interest them as a reader.
- Reading challenges that support the diversity of reading genres to develop their reading skills and interests.



(Please see our approach to reading document for a more detailed description)

## 7. Environment

**At St. Edwards Catholic Primary School, we have high expectations of all adults, children and the environment. Our mission “let all be do be done in love” underpins all of our work.**

### Behavioural environment

We are mutually **respectful** of ourselves, others and our wider community.

To exemplify this, we:

- Model positive language and behaviour and expressly value the views and opinions of others

We actively appreciate and **recognise** the contribution that everyone makes to our community.

To exemplify this, we:

- We affirm the behaviours, attitudes and learning that we want to see

We promote everyone’s **resilience** by encouraging their behaviours to succeed and to express their views and any concerns they may have for themselves or others.

To exemplify this, we:

- Have active systems to support wellness and develop professional child and adult behaviours to secure success.

We assume individual and collective **responsibility** for ourselves, our behaviour and our learning.

To exemplify this, we:

- Mindful of the language that we use and how we communicate with others, and are thoughtful about the actions that we take
- We set high expectations for the practice of teaching to allow our learners to reach their full potential, follow their aspirations and to become who God has called them to be.

We continually **reflect** upon ourselves in our community and the impact this has on a safe environment that is happy, caring and conducive to learning.

To exemplify this, we:

- Listen to each other, we are careful in how we speak to each other, and we take action to address any concerns.

### **Physical environment**

Our mission is to reflect our curriculum intent which includes

To maintain an organised environment that supports learning and **reflects** a child-centred vision for active and independent learning.

To exemplify this, we:

- Ensure that resources are clearly labelled, accessible to children, purposeful.
- Ensure that resources are respected and returned for collective use.
- Work-surfaces are kept clear and tidy only displaying necessary resources.
- Floors are kept free of boxes, trays and unnecessary clutter.
- All materials/resources on display should support the curriculum, have purpose and reflect current studies.

**Recognise** that there is a need to adapt the environment to meet children's needs.

To exemplify this, we:

- Adults to help children to recognise where they learn best and build the learning behaviours to enable them to do this safely
- Having tables organised to enable a flexibility for teaching which includes supported work, group work, independent work, calm spaces and self-directed learning.
- All classes to have an area where children can work independently under passive supervision.
- Recognise that human sense of wellness can be impaired by natural light and fresh air e.g. nothing on the windows, blinds up, when possible, windows open when possible.

To develop children's **resilience** for learning by promoting an organised approach that nurtures learning behaviours.

To exemplify this, we:

- Physical organisation and grouping enable independent learning
- All lessons provide an appropriate degree of challenge and autonomy for the learner.
- Displays promote learning behaviours and children are made accountable for these.
- Increasing children's expectations of themselves by articulating clear behavioural boundaries
- Physical resources available to children to scaffold and extend learning

To promote children's sense of character and personal development by ensuring that they are **responsible** and accountable for their learning behaviour and outcomes.

To exemplify this, we:

- All classrooms will have a calm space for learners to access and self-regulate.
- All will be taught to organise resources and adults will be good role-models for this.
- All classes will allocate positions of responsibility to learners to maintain an organised environment.
- Children are taught to tidy away at the end of the lesson.

Learners to develop the thinking attitudes needed to **reflect** and make considered decisions about their life, learning and relationships.

To exemplify this, we:

- Every classroom has a space to encourage spiritual reflection.
- Each classroom has an area intended to reduce distraction.
- Classroom displays will reflect the principle of working walls and corridor space will celebrate achievements.
- Adults will reflect on their presentation of self, language and how they model that which they want to see.
- We will keep our practices under review and reflect on what is in the interests of our learners and adapt our practices accordingly
- All classrooms have a reading area that reflects the importance of reading, the curriculum and promotes a love of reading.

# What is Metacognition?

@ImpactHaks

@Pearson Literature Review

## COGNITIVE KNOWLEDGE

## COGNITIVE REGULATION

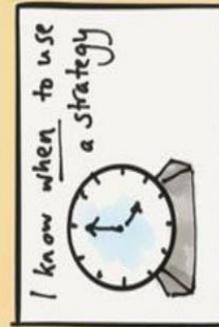


Knowledge about oneself as a learner & factors affecting cognition.  
 aka • Person & task knowledge  
 • Self appraisal

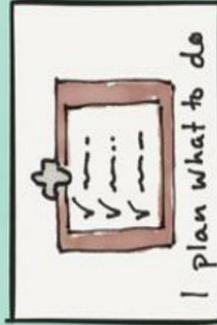
Awareness & management of cognition, including knowledge about strategies.  
 aka • Procedural knowledge  
 • Strategy knowledge



I know the strategies



Knowledge about why & when to use a given strategy.  
 aka • Conditional knowledge



Identification & selection of appropriate strategies & allocation of resources.  
 aka • Planning

Attending to & being aware of comprehension & task performance.  
 aka • Monitoring or regulating  
 • Cognitive experiences



Assessing the process and products of one's learning and revisiting and revising goals.  
 aka • Evaluating

## 23 Metacognition Questions #statements

Inspired by Lisa Chesser

@ImpactWales

1. What do you think about what was said?
2. How would you agree or disagree with this?
3. Can you describe a similar answer?
4. What can you add to this solution?
5. Convince us yours is the best solution.

1. How did you determine this to be true?
2. Why didn't you consider an alternative solution?
3. Why does that answer make sense to you?
4. What if I said you're wrong?
5. Is there a way to show exactly what you mean?

1. Why do you think this works?
2. How would you prove your answer is right?
3. What assumptions have you made?
4. What steps did you take to solve this?
5. How might you argue against this solution?

1. How might you show the differences & similarities?
2. What patterns have you noticed?
3. How many possibilities are there? Why?
4. What would the results of your answer be?

1. When have you met a similar problem?
2. What other problems fit this style?
3. What steps have you taken in the past to solve similar problems?
4. Which examples would match this type of question?

Get your pupils thinking about how they think and learn by using these metacognition questions. Contact us at [enquiries@impact.wales](mailto:enquiries@impact.wales) for bespoke support that has a real impact!