



Curriculum for Wales at Mary Immaculate High School

At Mary Immaculate High school our vision for curriculum reform recognises the 'four purposes' as the starting point and national aspiration for all of our learners. In all that we do here, the four purposes guide our curriculum and assessment design to ensure that we inspire all learners to engage and achieve excellence in a rapidly changing world. We have used the purposes to create our own bespoke purposes that has been developed with pupils and staff to suit the needs of our context. These revolve around BALANCE which incorporates the four purposes and the religious life of the school that is outlined below.



What is Mary Immaculate High School's curriculum vision?

Our overarching vision for the new curriculum can be outlined within this statement:

"Will provide opportunities to develop pupils' knowledge and the ability to apply knowledge using key skills confidently in a local and global context.

Our curriculum will raise pupil aspirations and ensure pupils gain valuable experiences that develop features of BALANCE and develop cultural capital. It will also ensure pupils are able to live the gospel values and develop their personal relationship with Christ.

This is enabled through a curriculum that has value, breadth, depth and provides context for our pupils. Our curriculum ensures coherence within subjects and explicitly between subjects allows pupils to achieve and progress. Our curriculum will support the National Mission to develop a better Wales"

Curriculum Intent

We believe our curriculum should:

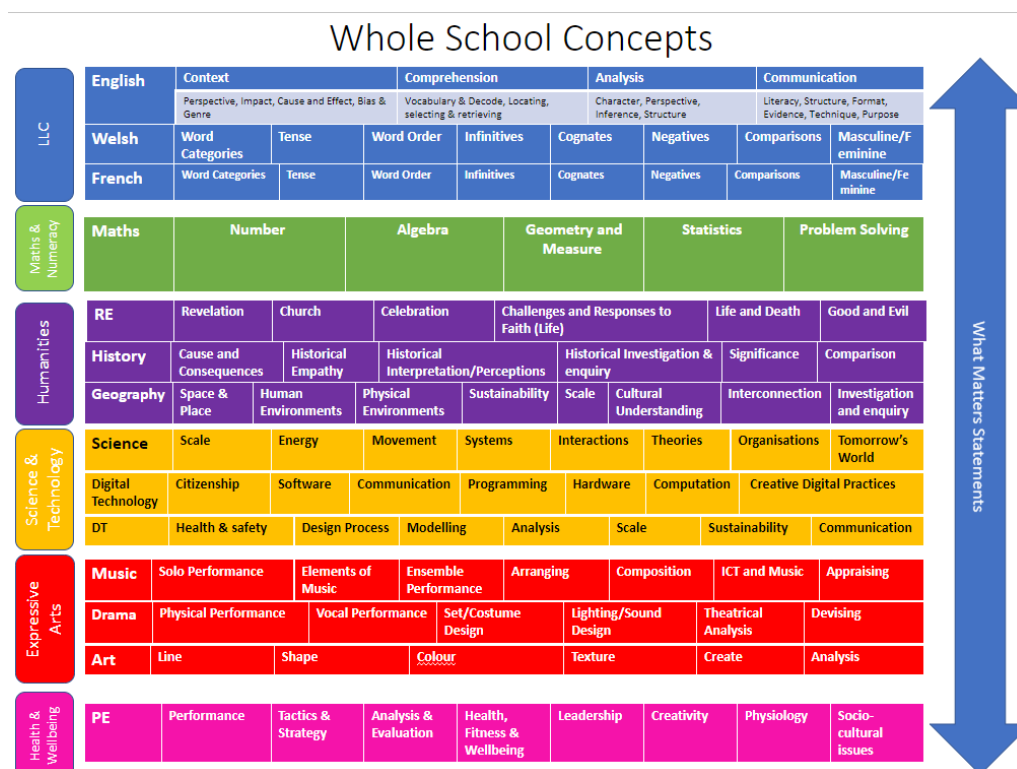
- allow pupils to develop powerful knowledge that can be transferred within subjects and across the curriculum.
- will develop their God given talents in order to live out our gospel values of Respect, Care, Compassion and Love whilst developing their personal relationship with Christ.
- be coherent and sequential so that new knowledge and skills build on what has been taught, to secure strong pupil outcomes. Our curriculum should be based around the application of cognitive science and leading educational research
- be planned backwards from the subject as a discipline underpinned by key concepts. Subjects should provide a broad and balanced curriculum that develops a narrative over time, focusing on depth.

- allow opportunities to develop Literacy, Numeracy and Digital Competence in each subject to allow for pupil transfer across the curriculum.
- be underpinned by the key features of BALANCE; pupils should have opportunities to develop all features within subjects.
- allow opportunities for pupils to value the subject and our curriculum on a local, national and global context. This will include creating opportunities to fully experience Wales and the Welsh language in all areas. Our curriculum should develop pupils understanding of the world in order to thrive and appreciate it.
- provide pupils with learning experiences that allows them to apply their learning and raise their aspirations in order to succeed. Learning experiences within the curriculum will create opportunities for pupils to develop their cultural capital.

How our new curriculum will work?

We value the subjects that we teach and will continue with explicit subject specific lessons. E.g. History, Drama and English. We do not plan to blend subjects together, we want a curriculum that is created using leading educational research that allows us to develop long term memory and enable the four purposes through Balance as well as allowing pupils to develop their personal relationship with Christ.

Our teachers are creating a curriculum around the main concepts that formulate their subjects and selecting topics that encompass those concepts. This means that pupils will develop their conceptual understanding and knowledge of those concepts as they progress through school.



The What Matters Statements will be explored through subjects and knowledge and skills will be spaced out across the curriculum. Our new curriculum will create opportunities for pupils to make explicit connections between concepts and knowledge as they travel along their curriculum journey.

Knowledge and Skills

As a school we want our curriculum to allow our pupils to be knowledge rich and also develop a deep understanding the Key Skills of Literacy, Numeracy and Digital Competence. Our teachers have looked at how knowledge and skills can be progressed over time to allow pupils to develop a deep breadth of understanding. Our curriculum explores Substantive, Disciplinary, Hinterland and Procedural knowledge in order to prosper a love of subjects across the curriculum and to also allow subjects to make valuable explicit links in order to develop a pupil's curriculum experience. Our curriculum will develop long-term memory by spacing out knowledge and skills with sequencing of topics to develop pupils conceptual understanding. All departments will map the knowledge and skills that pupils should be able to achieve at key points across the curriculum in order to outline how pupils will make progress.

Religious Education

As a Catholic school, religious education is the core of our school curriculum and provides opportunities for pupils to reflect on their relationship with God and to learn Catechism and the lives of the saints, reflecting on world religions, and how their lives can be enriched by keeping Gospel values at the centre of all they undertake. The Catholic Education Service has been working with Welsh Government; officers from the three Welsh dioceses; and practitioners from Catholic schools throughout the development of the new curriculum. The main aim of this work has been to design a religious education curriculum, including the RSE (Relationships and Sex Education) curriculum, that accords with the national guidance and Code while ensuring that this is also authentically Catholic and authentically Welsh.

How will we assess?

All pupil's skill level will be assessed on entry and annually through a combination of national test data, CATs and our own internal baseline assessments. This will be used to help show progress overtime alongside progression through the curriculum. As outlined above, subjects have outlined the key knowledge, skills and application at given points and pupils progression will be assessed against these criteria.

Assessment in subjects are meaningful and driven by the curriculum to sustain good outcomes for all of our pupils. Regular retrieval practice and spaced practice should be built into the curriculum to help pupils form durable long-term memories. Sequencing of curriculum, interleaving and metacognition is also used to support pupils with building key knowledge for long-term memory. An assessment map will outline when and where subjects will assess pupils understanding in order to ascertain their place within the curriculum.

We use a variety of evidence to inform our assessment of pupils so that we have a full understanding of pupil progress.

The following mandatory principles of progression are included in our curriculum:

1. Increasing effectiveness.
2. Increasing breadth and depth of knowledge.
3. Deepening understanding of the ideas and disciplines within the Areas of Learning.

4. Refinement and growing sophistication in the use and application of skills.
5. Making connections and transferring learning into new contexts.

Reporting on progress will relate to what pupils know confidently and the skills they are able to apply. Pupils will be given clear recommendations for improvement and how best to make these improvements with a particular focus on formative assessment.

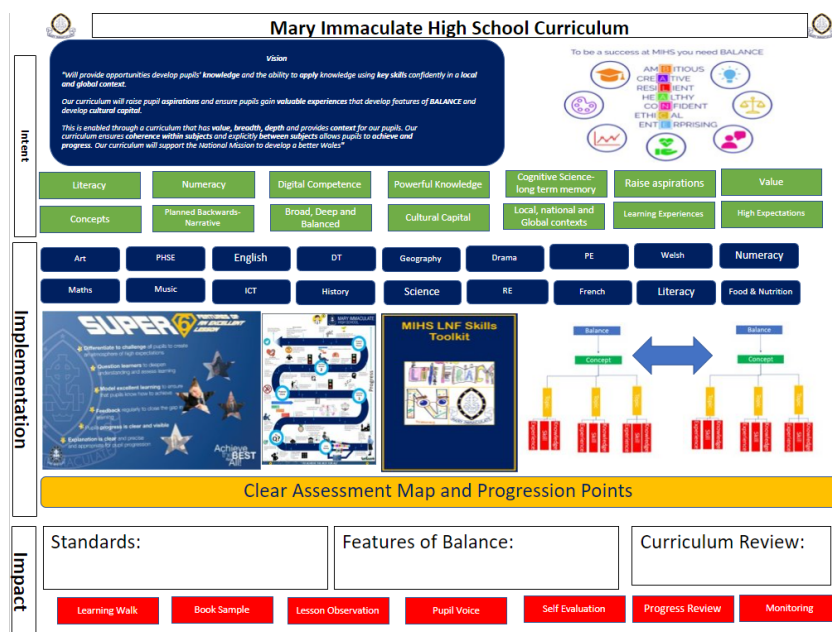
How will we ensure transition across the 3-16 continuum?

We have worked with our partner primary schools to develop a continuum of progress from 3-16; all schools have outlined how concepts at secondary can transfer to primary phase and vice versa. Progression maps that outline key knowledge taught and skill development allows both settings to see the trajectory for pupils across the varying curriculums. Although, topics and themes may differ, the concepts behind those topics are consistent allowing pupils to explore and build new knowledge as they join Mary Immaculate High School. Primary AOLE leads meet curriculum leads regularly to evaluate curriculum planning and will continue to do so and our 'new curriculum' evolves.

Our school transition programme begins in Year 5 with our staff working closely with our partner primary schools on a range of activities designed to help pupils get to know us and the school better. We also hold an Open Evening which aims to provide a detailed introduction to the school for potential pupils and their families.

As part of transition arrangements, we collect data from primary colleagues to establish where pupils are on the curriculum continuum. We also use national test data to ascertain pupils' overall ability in order to best understand pupils starting point. Additionally, we focus on the overall wellbeing of our pupils and their social and emotional needs; regular meetings occur with partner primary schools to gain a deeper understanding of our incoming pupils. This also allows us to best prepare for pupils with Additional Learning Needs and how we can best support them in the curriculum on entry.

Our new curriculum can be shown on the image below; the impact elements still remain blank as we plan on outlining these expectations as we launch our curriculum in 2023.



Reviewing our Curriculum - feedback and on-going revision

We will use a variety of self-evaluation activities to look at and examine carefully the quality and impact of the curriculum and how it meets the needs of our pupils. We will listen to feedback from pupils, staff, parents and governors to make sure we are providing purposeful and valuable learning experiences.