

Sacred Heart Curriculum timeline

Next Steps	<ul style="list-style-type: none"> ● Ensure 3 I's are concise and memorable ● Outline generic and subject specific knowledge progression (as ● Continue subject leader development (inc. coaching new leaders) focusing on impact and pupil voice ● Strengthen pupil's long term memory "sticky knowledge" / "<i>knowing more, remembering more</i>" ● Strengthen pupil understanding and voice so they can articulate what they are learning, how, why, progression etc. ● Application of Rosenshine Principles of Instruction (modelling and checking pupil understanding) to lessons
Spring 2023	Local Authority Teaching and Learning Review 3 deep dives: Early Reading, Maths, Art
Spring 2023	Introduction to Rosenshine Principles of Instruction (modelling and checking pupil understanding)
Autumn 2022	Class teacher topic overviews launched focusing on: <ul style="list-style-type: none"> - Explicit knowledge links between topics including prior knowledge (including EYFS), next steps in knowledge (including KS3) - Key vocabulary as part of our <i>word aware</i> initiative - Clearer learning journey balancing skills and knowledge
Autumn 2022	New geography, history, computing and DT leaders
Summer 2022	Maths Deep Dive (Maths, Curriculum & Assessment lead from LEA) "The subject is led well and monitored thoroughly... there are clear plans for induction of new teachers... teachers are supported in terms of their CPD. Termly moderation meetings for attainment, progress and support and challenge meetings in small groups contribute to a collaborative approach to the subject... There is a clear strategy for assessment, where AfL is an important feature. There is a high level of pupil engagement in lessons and the teachers lead the pupils through the learning in small steps, modelling mathematical language, using effective questioning and referring back to previous learning... workbooks show a clear progression in small steps where learning builds on subsequent learning. Pupils with a SEND are supported well in lessons. There are expectations that the pupils work on the same mathematical idea as their peers and are supported to understand concepts with well-designed tasks that support independence. Adults support these pupils well and work with a variety of groups of children."
Summer 2022	Subject leader interviews focusing on Intent, Implementation and Impact carried out by Merton HT alongside HT and DHT. Curriculum review carried out to identify tighter links across knowledge and skills and reflecting upon the Black Curriculum feedback.
Spring 2022	Covid 19 pandemic continues to impact school this year. This caused significant strain on staffing and cover. As a result, release for subject leadership release time had to be paused until staffing capacity improved. History Deep Dive (MEP) <i>"It is evident that the children enjoy learning ... could talk informatively about their history learning at the school... curriculum is planned across the primary</i>

	<i>school with a focus on the development of skills and a commitment to making history engaging and relevant to the children with ‘memorable experiences’ a feature of the history teaching....The importance of the History curriculum including local history and reflecting the diversity of the school community is clearly evident.”</i>
Autumn 2021	<p>New subject leaders for Geography / History and Art/DT</p> <p>New appraisal/SDP3 targets focus on:</p> <ul style="list-style-type: none"> - Areas of improvement from previous year including Ofsted Subject Reviews - SEND/PP progress and impact (monitoring, books, pupil voice) - Beginning assessment journey <p>Staff attended The Black Curriculum CPD Twilight 1/2</p>
Autumn 2021	<p>Curriculum lead attended The Black Curriculum Audit feedback. Feedback shows our curriculum intent is exciting, engaging and diverse. Areas to consider include:</p> <ul style="list-style-type: none"> - Class texts to be more diverse where possible - Clarifying topic names to be more explicit e.g. Africa continent or Kenya within Africa.
Summer 2021	<p>Reading Deep Dive [Ewan Morrison (MEP) and Marie Butler (EYFS) and Sigi Leigh (English lead) from Merton LEA]</p> <p>Key strengths</p> <ol style="list-style-type: none"> 1) Leadership of Reading and Phonics – clear consistent approach 2) Reading opportunities across the school were rich with a variety of thoughtful opportunities for children 3) Early Years and Year 1 – strong link between phonics and writing in the environment. 4) Children at Sacred Heart spoke eloquently about positive reading opportunities. Development areas/next steps – fluency work – which is already on DJ’s action plan ‘echo’ reading intervention around developing fluency. <p>Next steps:</p> <p>Embedding reading to learn ideas through curriculum linked books, non-fiction books etc., more books linked to foundation subjects.</p> <p>Ensuring environmental print/text on display in nursery and reception is mirrored and evidencing more of an Early Language strategy in Nursery through print and written vocab on display.</p> <p>Monitoring that diversity of books is varied.</p>
Summer 2021	<p>Subject leads continued SDP3 appraisal to compile:</p> <p>Work samples outlining progress from Autumn to Summer</p> <p>Work samples identifying ARE/GDS</p> <p>Trends:</p> <p>Progress samples show improvement in topic related vocabulary and some evidence of relating to prior learning.</p> <p>Attainment samples showed that ARE was generally easier to find. GDS required more comparison of locations or scenarios / more than 1 place and this is not yet developed.</p>
Summer 2021	<p>Curriculum research reviews compiled for subject leads in:</p> <p>Geog, Hist, Mats, Music, Science</p>

	To inform action plans/monitoring for next academic year
Summer 2021	Staff attended The Black Curriculum CPD Twilight 1/2 Curriculum maps sent to The Black Curriculum for auditing
Spring 2021	MEP Deep Dive into Remote Learning – Ewan Morrison “Good offer. Maths/English/RE/PSHE/Sci/Foundation Subjects all being covered A lot of work already done by core subject leaders. Picked out Maths Leader, in particular in respect of units to repeat/consolidate etc. Some good evidence of some subject leaders leading on subject.”
Spring 2021	<i>National lockdown</i> <i>Home learning continued to include opportunities for the all curriculum subjects as well as cross curricular projects</i>
Autumn 2020	MEP Deep Dive into Remote Learning - Ewan Morrison “Content matches each year groups' curriculum map, MTP etc. Some lessons may be adapted depending on lesson e.g. protractors so it can be taught in school upon return. Cross curricular/project based activities provide creative opportunities to learn e.g. volcano models Y4”
Autumn 2020	ICT PDM for Google Classrooms (home learning) Launching record sheet for ICT books to record/celebrate learning in ICT
Autumn 2020	Subject leads beginning to write Curriculum Intent, Implementation, Impact based on Sacred Heart Curriculum model Appraisals - SDP3/Leadership set targets personalised for core/foundation subject leaders
Autumn 2020	Curriculum Intent, Implementation, Impact based on Sacred Heart Curriculum model for all subjects published on our websites and linked to our core values of faith, hope and love.
Autumn 2020	Monitoring cycle 1 for all subjects. General trends show: <ul style="list-style-type: none"> - Improved coverage – full breadth of curriculum being taught - Some subjects (history, geography mainly) are still reliant on English skills rather than specific subject skills - Progression (in all subjects) is an area for development 1) subject knowledge 2) some skills are new to pupils so they need to be taught initial skills first
Summer 2020	Curriculum lead and partner, Hist lead, Geog lead, KS1 lead reconstructed Hist/Geog KS1 curriculum Curriculum lead and partner, Hist lead, Geog lead reconstructed Hist/Geog KS2 curriculum Curriculum lead and partner built Art/DT curriculum around KS1/2 map NC skills mapped / allocated to all subject areas and linked to Science
Summer 2020	Curriculum lead and partner, Geog, Hist, Art, DT, Science met to share new overview and links between the subject – consultation. Planning format for Geog, Hist, Art, DT agreed – moving away from paper planning (workload) with focus on skills/progression in lesson and over topic
Summer 2020	Action plans for 2020-2021 drafted based on 2019-2020 monitoring and findings. Main areas of focus: <ul style="list-style-type: none"> - New Curriculum topics and skills progression - Recording/celebrating learning for Art/DT, ICT

Spring – Summer 2020	<i>National lockdown Home learning includes opportunities for the all curriculum subjects as well as cross curricular projects e.g. Walk in to nature with God (PSHE, Geography, Science and RE)</i>
Spring 2020	All subject leaders monitor/RAG rate Autumn term planning, books and displays <i>Main areas for development around skills, progression, coverage and sequencing of topics/lessons</i>
Spring 2020	PE Deep Dive with Merton Schools Sports Partnership <i>Well led, pupils enjoy PE.</i>
Spring 2020	All subject leaders map NC skills <i>Main areas for development around coverage, progression. Some skills not being covered or only being covered once (so no progression)</i>
Autumn 2019	RE awarded outstanding in Section 48 <i>Excellence in leadership, high standard of Catholic education.</i>
Autumn 2019	All subjects have a curriculum map outlining topics/NC skills Audit carried out of teachers' confidence for each subject <i>Main areas for development around skills, progression</i>
Autumn 2019	Science Deep Dive with MEP Ewan Morrison <i>Children enjoy Science, strong leadership.</i>
Autumn 2019	All subjects have a leader with an action plan and regular release. Regular release alongside Curriculum lead/DHT for mentoring/support and QA.
Autumn 2019	New action plan for all subject leaders based on the 3 I's. Staggered actions and monitoring over the 2019/20 academic year including: Creation of curriculum overviews – published on the website Audit of staff skills/confidence Monitoring of books/planning/other evidence/skills coverage Summary of findings/impact Future CPD Statement of Intent/implementation/impact
Autumn 2019	New Ofsted framework - expectation that core/foundation subjects all of equal strength/leadership.
Spring 2019	New HT and new DHT in post. New DHT responsible for curriculum.
Autumn 2018	New subject leads for ICT, Art and DT
Spring 2018	2 day Ofsted Inspection – Good judgement “The curriculum is broad and offers pupils learning opportunities in a wide range of subjects.” (Ofsted 2018) <i>NB: Previous framework was narrow with a focus on English, Maths and data. Sept 2019 framework, expectation that core/foundation subjects all of equal strength/leadership.</i> Focus on strengthening curriculum including RE for upcoming Denominational Inspection
Spring 2018	New subject leadership under previous DHT with the overall responsibility for curriculum for the following subjects: Geography, History, Art & DT. Main focus for subject leads were curriculum days/events e.g. Black History Month, Chinese New Year etc.
Summer 2017	Staff 're-designed' curriculum led by HT. Topics based around key texts in English (e.g. Charlie & the Chocolate Factory, chocolate, Mayans. Boy in the striped pyjamas, WWII)
Autumn 2016	9 new teaching staff (5 NQTs) joined following 2 nd RI judgement Curriculum Leader (previous DHT) responsible for maths and the foundation subjects Cornerstones used as the foundation for teaching the curriculum

	Focus on data for R/W/M for Ofsted inspection
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