



# How do we know that St. Benedict's curriculum is having the desired impact?

Teachers	Children	Children's work	
<ul style="list-style-type: none"> <li>• Become more knowledgeable,</li> <li>• Have higher levels of confidence in delivering all areas of the curriculum,</li> <li>• Can give senior leaders, Governors and subject leads feedback about what is working well and what might need adapting,</li> <li>• Are acutely aware of how well children are learning the taught content,</li> <li>• Make links across subjects to enhance learning potential and to place learning in context,</li> <li>• Teach consistently well, applying sound pedagogical practices in all lessons and for all children,</li> <li>• Plan coherent lessons based on subject mapping and skills progression documents and using high quality planning produced by subject lead teachers,</li> <li>• Seek support from subject leads when they are less confident and take responsibility for CPD opportunities in these areas,</li> <li>• Produce detailed Subject Evaluation documents in their subject responsibility area/s.</li> </ul>	<ul style="list-style-type: none"> <li>• Can talk with confidence about what they are learning or have learnt using correct terminology,</li> <li>• Are enthused and interested in a wide range of curriculum areas,</li> <li>• Can refer to working walls, floor books and evidence of learning to aid their talk about learning,</li> <li>• Demonstrate good learning behaviour using St. Benedict's Elli animals in lessons,</li> <li>• Can confidently seek help in a highly supportive classroom environment,</li> <li>• Can take risks in learning,</li> <li>• Are able to make links between subject areas to help place learning in context,</li> <li>• Can take responsibility for demonstrating learning through producing high quality work,</li> <li>• Can all access, enjoy and make progress within the curriculum regardless of their starting points or any additional needs they may have.</li> </ul>	<ul style="list-style-type: none"> <li>• Captures their increasing understanding of key concepts and knowledge within each subject,</li> <li>• Shows coherent teaching sequences have taken place within each unit of work for all learners,</li> <li>• Demonstrates our curriculum's emphasis on first hand experiences, language development, practical activities and high quality outcomes,</li> <li>• Illustrates their developing understanding of disciplines associated within subjects such as chronology within History and predictions and conclusions within Science,</li> <li>• Is not always recorded formally through a written outcome,</li> <li>• Is shared with parents,</li> <li>• Is monitored through learning walks conducted by senior and middle leaders,</li> <li>• Is moderated during staff meetings.</li> </ul>	
<p><b>Governors and Visitors</b></p>	<ul style="list-style-type: none"> <li>• Give positive feedback about pupil engagement and learning behaviour in lessons,</li> <li>• Comment on the high-quality work that they see,</li> <li>• Report that leaders are clear about strengths and areas for development and have clear plans in place to improve.</li> </ul>	<p><b>Parents and Carers</b></p>	<ul style="list-style-type: none"> <li>• Give positive feedback about their children's attitudes towards school,</li> <li>• Share examples of when children have been enthused by the curriculum e.g. children talking about learning at home or choosing to continue learning about a particular theme.</li> </ul>