The Rosary Catholic Primary School

Aspire, Believe, Achieve: Together in Christ

Teaching and Learning Handbook
2026-2027

Policy Approved by:	Learning and Achievements Committee
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The Rosary Mission Statement

'Together, God's children,

We realise our dreams,

Inspiring and encouraging one another to reach our true potential,

Transforming our world through our unique gifts.

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Teaching and prayer are at the heart of our Christian Community.

Each member of our school community

- Is committed to high standards
- Is committed to meeting the needs of pupils as unique individuals
- Is committed to teamwork, each stakeholder using their unique gifts and talents to build up the community as a whole.
- Is committed to ongoing staff development and learning to ensure robust subject knowledge
- Is committed to improve

We believe in offering as many enriching educational and life experiences for our pupils in order to develop their social, moral, cultural and spiritual development.

"I have come so that everyone may have life and have it to the full" John 10:10

Vision Statement

We believe that every child at The Rosary Catholic Primary School can achieve high standards in a happy, calm, welcoming and safe environment. Good communication between staff, children, parents and governors enables effective conditions for learning and high expectations for every child in the school that values pupils' spiritual, mental and physical health and nurtures self –esteem.

In partnership with our parish we teach our children to be people of prayer, to respect and help each other, to embracing difference and to follow the principles of Catholic social teaching so that they recognise that people are more important than things and that we must support the poor and the vulnerable in our society.

We have clear and consistent expectations of behaviour based on strong moral values centred on our faith and a zero tolerance to bullying. We celebrate our achievements and are proud of our successes. We live out our daily life using the guide and protection of our Blessed Mother, after whose special prayer we are named. We continue to keep Christ as guide and inspiration in all that we do for all the children who pass through the doors of our wonderful school.

We are:

Resilient

- Demonstrating exceptional initiative and perseverance
- Embracing challenge - displaying a strong growth mindset

Optimistic

- Motivated to learn and rise to the challenges of our curriculum
- Engaged, enthusiastic learners

Safe

- We know how to keep ourselves and others safe
- We feel safe in our school

Ambassadors

- Demonstrating a strong sense of integrity for who we are and our values
- Consistently showing respect for others, our community and the environment

Readers

- To access a wide range of vocabulary to encourage our verbal confidence and increase their access to learning
- be confident readers who develop a life-long passion for reading

Young Leaders

- Displaying a commitment to upholding the Gospel values
- Embodying the Catholic ethos beyond what is expected

School Aims

Our aim is for all our pupils to:

- develop into people of compassion, empathy, respect and kindness, possessing a Christ-like response to all life's situations
- develop a life-long love of learning
- make a successful transition to secondary education level
- have a wide range of well developed vocabulary
- be confident readers with a life-long love of learning
- be resilient, independent and self-motivated
- have a sense of curiosity and enjoyment
- understand what it is to be a global citizen of the twenty first century
- have experience of cultural capital in a variety of different forms

We will deliver the best possible provision for our children through a combination of:

- close liaison and partnership with parents and carers
- a broad and balanced curriculum that offers a variety of opportunities to develop academically, socially and emotionally
- a programme of offsite activities and visits, providing many opportunities for broader experience to support academic learning
- partnering with other specialist professionals such as; Speech and Language Therapists, Educational Psychologists, CAMHS, The Bridge
- promoting continued professional development for all staff in the school, to ensure that we provide the best education and support

Intent

At the Rosary Catholic Primary School, we have developed an ambitious, relevant and contemporary curriculum that is built upon the principles of aspiration for all, a firm belief in the teachings of Christ and a desire for all pupils to fulfil their God-given potential.
Our intent is for our pupils to grow as people of compassion, empathy, respect and kindness; to aspire, to believe and to achieve.

Our curriculum celebrates our multi-cultural community and is customised to meet the local needs of our children so that they gain a good understanding of who they are and where they come from. We use our locality wherever appropriate for context.

We have developed a skills and knowledge-rich curriculum that includes broad cultural capital and that brings depth to our children's learning journey, giving them the best possible life opportunities. Our curriculum is also founded on rich language and vocabulary acquisition, particularly as 84% of our children speak English as an Additional Language.

We believe that reading is a crucial skill that widens the range of work and life opportunities a person can access. It is therefore our intent that our children become life-long readers. We have a focus on early reading as well as ensuring that our children access a range of quality texts during their time with us, both as part of their curriculum and independently.
We believe that the development of vocabulary is also key in widening life opportunity for our pupils. This is why we ensure that a focus on the richness of language is prioritised from the Early Years through to Year 6 and is at the heart of all learning.

By the time our children leave The Rosary, we intend that they will:

- develop into people of compassion, empathy, respect and kindness, possessing a Christ-like response to all life's situations
- develop a life-long love of learning
- make a successful transition to secondary education level
- have a wide range of well-developed vocabulary
- be confident readers with a life-long love of learning
- be resilient, independent and self-motivated
- have a sense of curiosity and enjoyment
- understand what it is to be a global citizen of the twenty first century
- have experience of cultural capital in a variety of different forms

Implementation

We use the National Curriculum to deliver our curriculum. Our pedagogy (practical approach to teaching and learning) is built on consistent principles.
In implementing our curriculum, we ensure the following:

- That links are made to previous learning, encouraging our children to wonder, to ponder, to question, to reason, and to clearly articulate their opinions
- Independent learning: we use Working Walls in every classroom that allow our children to independently follow processes (e.g. reminding themselves of the correct way in which to work out a calculation in maths); to refer to key vocabulary, to make links with previous learning, and to have clarity about the skills they are learning in a particular topic. These working Walls are consistent in their design throughout the school.
- quality questioning techniques in lessons: a variety of open and closed questioning is used by our staff but we believe that the 'second question' encourages depth of thought and the development of reasoning and opinion
- the opportunity for a wide range of learning experiences that bring depth to new skills and knowledge. This includes termly off-site trips, visiting speakers and in-school experience days that make our children's learning a 'lived' experience. Due to our close proximity to London, we travel by public transport in the majority of cases. This teaches our children how to travel around London and the etiquette required on public transport as community citizens
- that our pupils have the opportunity to work both independently and collaboratively across the curriculum
- lessons for each subject that carefully plan for progression and review
- the use of bespoke Learn, Recall, Remember sheets (Sticky Knowledge) to help pupils to embed factual learning that assists with long term memory.

We believe in 'Quality First' teaching for all children as we believe that quality teaching in the classroom allows pupils of all abilities to learn from each other as well as from the adults. We make robust use of assessment (which ensures that we swiftly address any identified gaps in learning at the earliest opportunity) and intervention to address gaps in learning.

Subject leaders have a clear understanding of the implementation, knowledge progression and sequencing of concepts across their subject area. They are an integral part of the curriculum design for their subject area and monitor the impact of this throughout the year.

They have a clear understanding of their roles and responsibilities in curriculum design and delivery. They have the knowledge, expertise and practical skills to carry out this role to the best of their ability, closely supported by the Senior Leadership Team. Subject Leaders lead staff meetings to share their expertise in order to develop the confidence of all teachers.

Impact

Our children leave us well prepared for the next stage of their learning journey in Year 7. Assessment is used daily in the form of Assessment for Learning. This informs the planning for future lessons and identifies where further individual or group support is needed.

We ensure this by having a robust system of formative and summative assessment that includes:

In Class Feedback

We understand that feedback in linked to progress and has to be timely. In-class feedback and 'in the moment' marking is used as it is immediate, timely and specific.

Corrective Teaching/Formative Assessment

When a pupil has not met the learning question, there is timely support. Teachers adapt their planning for the next lesson to ensure there is time to address any misconceptions. Misconceptions are addressed with an individual, small groups or the whole class (by a teaching assistant or teacher), during or after a lesson, or before the next lesson. Misconceptions can also be addressed through in-class self and peer marking, conferencing, verbal feedback or in-class mini plenaries. We also use low risk quizzes' based on the Learn, Recall, Remember (Sticky Knowledge) facts that are in our children's books.

Summative Assessment

Target Tracker is a programme used termly to track attainment and progress against core subject specific learning objectives. We currently record assessments in Reading, Writing and Maths. Science and RE are assessed using Double Page spread: children answer a 'Big Question' at the end of the topic which is a summation of the skills and knowledge learned.

Assessment in history and geography (foundation subjects) also uses the Big Question model.

Teaching Assistants and Interventions

When we identify a misconception, gap in learning, our Teaching Assistants deliver short, focused, interventions. The interventions are specific to the children's needs and are provided until the misconceptions are addressed or the gap in learning is reduced.

Same day interventions are also used to pick up on misconceptions from the current day's teaching and learning.

Moderation

Maths, reading and writing are moderated internally to ensure we make robust judgements, particularly on transfer between key stages. Teachers also participate in external moderation at Local Authority and HCPP (Hounslow Catholic Primary Partnership) level. This facilitates accuracy in judgments, curriculum coverage and where common misconceptions may be occurring.

EYFS is assessed and recorded using the Evidence Me programme. This is used to add written observations and photographs to the learning journeys of each child based on the learning objectives of the EYFS framework.

Partnership

Teachers engage parents through September welcome meetings. termly Parent Consultations and curriculum workshops to ensure effective partnership.

Formal Assessment Cycle

- KS2 SATs in May (annual).
- Year 1 Phonics in June (annual)
- Year 4 Multiplication Check in June (annual)
- Reading is assessed using the low risk quizzes of Accelerated Reader, Read Write Inc. and Headstart.

School reports

School reports are issued at the end of the school year. All subjects, including RE, are marked as Working towards National Expectations, Meeting National Expectations or Exceeding National Expectations. Targets are provided for the next academic year in mathematics, reading and writing.

How do We Know That Our Curriculum Prepares Our Children for Year 7?

By the end of Year 6, our children:

- recognise how the values of the Gospel are central in their everyday lives; they are people of justice, respect and empathy
- are enthusiastic, engaged learners who exhibit positive learning behaviours and who are aspirational in outlook
- have a strong foundation in reading, writing, arithmetic and reasoning which they apply across the curriculum
- see the merit in independent learning but are able to work collaboratively to question, to share ideas and to discuss concepts.
- are enthusiastic learners who form and articulate their opinions and who are passionate about truly experiencing their learning, whether on or off site, whether through experience days or through in class

How Have We Designed Our Curriculum?

1. The intent for our curriculum is **richness in knowledge and skills** and the development of **resilience, independence and self-motivation**. Also, as many of our pupils come to us in the Early Years with limited English, **vocabulary acquisition** is key through all subjects from Early Years to Year 6.

Aspire, Believe, Achieve: Together in Christ	Context and Locality	21st Century World, 21st Century Learners – sustainability and life skills	Life-long readers

1) Our curriculum is reflective of our core mission:

Aspire, Believe, Achieve: Together in Christ

Aspire

We encourage our pupils to be aspirational through a broad programme of cultural capital – experiences and off site trips which open the world to our pupils. We have incorporated the study of inspirational scientists into our curriculum. We collaborate with a variety of occupations including the fire service, police force, Sky Academy

Believe

Gospel Values are at the heart of all that we do. We ensure a robust liturgical programme throughout the year that includes the regular celebration of Mass, Benediction, Confession, prayer and worship; Stations of the Cross. Each half term focuses on a different Gospel value which complements our focus on different British Values for the different year groups.

We encourage our pupils to harness a sense of self belief.

Achieve
We celebrate achievement, effort and mistakes that help our children to learn.

2) Our curriculum is reflective of our **context and locality,** reflecting the needs of our children in Heston

a) **Cultural Diversity**
As a school in Hounslow, we ensure that our pupils' personal development is grounded in acceptance and understanding of all. Our curriculum has been designed to reflect this. Our curriculum has also been designed to ensure that pupils understand they are an important part of a global community.

Examples of our Curriculum Design:

- Windrush (Year 4)
- Remembrance 1914-1918: this includes a study of Walter Tull, the first black British Army Officer (Year 6)
- the Civil Rights Movement (Year 6)
- colonialism and the British Empire (Year 6)
- inspirational and diverse scientists (Year 2- Year 6);
- the people of the Masai Mara (Year 2)

We ensure the availability of culturally diverse reading material and we celebrate Black History month to complement the areas of study in our curriculum. We teach a multi-faith programme - alongside our study of the Catholic faith - and we welcome external links with these other faiths.
We celebrate our link with Mbabzi Primary School in Malawi – our Year 5 children correspond with the pupils there – and we celebrate our cultural diversity as one community through our annual Cultural Diversity Day and International Food event.

b) **The Locality**
We have designed our curriculum to ensure that our locality is central to our children's learning. We have included the Tudors in our history curriculum due to our proximity to Hampton Court Palace and we also visit other local buildings of note e.g. Osterley House, Gunnersbury Park Museum. We make use of the locality in topics such as Heston Detectives (Year 4) and much of our map work centres around the local area. We are fortunate to have close links with London and its museums and galleries. We also ensure that our visits to London are by public transport to ensure that our children become responsible members of the public.

3) 21st Century World, 21st Century Learners - ***Sustainability*** *and* ***Life Skills***

Sustainability
Examples of our Curriculum Topics:

- Water, Water Everywhere! In Year 4
- The Earth's Resources (sustainable versus non-renewable resources) in Year 5

and our science curriculum topics, all of which are reflective of a positive approach to sustainability and our quest to develop global citizens of the 21st century with a sound understanding of climate change and how we can work towards saving our planet for future generations.

We have introduced an Eco shop and we are fortunate enough to have a conservation area where we have planted wild flowers.

Life Skills
Examples of our Curriculum Design:

- Social Media: Friend or Foe? (Year 6). *This topic explores a theme that has a huge influence on society, both positive and negative. Pupils explore ways to manage the pressures of social media and ways in which to stay safe online with is supported by our work on E-Safety.*

- The History of Democracy (Year 5). *This topic studies the signing of the Magna Carta to our present constitution. It is an important theme for our pupils as citizens of the 21st century and is closely linked with our work on British Values. We ensure that our pupils study democracy and the importance of voting as a member of a national and global society.*

We also ensure that there is a robust programme of Internet Safety (all years) and a wide programme of cultural capital and off site trips which open the wider world to our pupils.
Our residential trip to the Isle of Wight in Year 6 encourages our children to become independent, resilient and accountable for themselves. Our robust PSHE programme ensures that our children know how to safeguard themselves and others and we have introduced a First Aid course in Year 5 to ensure that they are equipped to deal with medical emergencies.

We encourage our children to participate in a range of public speaking events i.e. assemblies, productions, and that they have the opportunity to experience positions of responsibility i.e. JRS officers, Eco shop staff, librarians, Young Leaders, Wellbeing Champions, Rosary Apostles. Our children have designed our Growth Mindset characters which focus on independence, resilience, challenge and self-motivation.

4) Life-long readers

We encourage our children to develop a life-long love of reading. We provide the skills required for early reading through our chosen scheme **Read, Write Inc.** and we ensure that we instil reading confidence in our children by regular reading opportunities in class and by providing home reading books that match the sounds learned in lessons. We believe that this promotes a feeling of success which leads to confidence in reading.
We provide a variety of diverse, rich reading materials in our classrooms and in our libraries, and we have designed a curriculum that provides opportunities for reading across subjects e.g. in history, geography, science and RE. We believe that a positive reading culture, and the ability to read well, opens a world of opportunity for our children as they grow to adulthood and is a moral obligation.

The Principles of Our Curriculum Design

Subject Leaders use the following principles to ensure the curriculum is deigned to suit the needs of the children of The Rosary Catholic Primary School.

Challenge and Enjoyment

We believe in practical application and experience. We believe that the enjoyment in learning contributes to the personal development of all pupils and so we are mindful of the Social, Moral, Spiritual and Cultural growth of all.

Vocabulary Development

We aim to ensure that vocabulary acquisition and development is a priority across all subjects from EYFS to Year 6.
Reading is a priority applied across the curriculum.

Progression

We ensure full coverage of the National Curriculum and progression across all the expected Learning Objectives through
mapping and monitoring.

Depth

We aim to ensure that play based learning is a focus in Early Years as it provides deep learning behaviours for the future.
We use Knowledge Organisers to embed factual knowledge based learning.

Assessment for Learning

We aim to ensure that Assessment for Learning is used in lessons to move learning forwards, to address misconceptions and to support planning for progression.

Relevance

We aim to ensure that real life experiences are supported. Topics that take account of our community and the wider world are key.
We provide opportunities for pupils to transfer skills across the curriculum.

Our Curriculum:

- is founded on Gospel values
- encourages learners to contribute to the ethos and life of the school community
- provides an ambitious, relevant, knowledge and skills rich education

Coherence

We ensure the skills of logic and consistency throughout our curriculum but particularly through the teaching of mathematics, Design and Technology, science and computing. Confidence in mathematics is held in high regard for curriculum success.

Why have we made particular curriculum choices?

RED and The Way The Truth and the Life? (RE)

These programmes guarantee challenge, continuity and progression in our RE teaching.

Why Read Write Inc.? (Phonics)

We have chosen to use Read Write Inc Phonics to support the development of our children's reading regardless of socio-economic status, special need or language status. It provides a whole-school approach to teaching phonics and early reading. The impact of this programme means that we consistently achieve strong outcomes in the annual Year 1 Phonics Screening.

'Success in reading is a more important driver of social mobility than socio-economic status (OECD, 2002)' EEF, 2018

Why Power of Reading? (English)

The Power of Reading is a book based approach to English. We use the texts promoted by the CLPE (Centre for Literacy in Primary Schools) to teach and to develop our children's skills in both reading and writing. It is a programme built on years of research and best practice. The programme supports attainment in writing and vocabulary; this is important for us as many of our children come to us with English as an Additional Language.

We have also ensured that every year group includes poetry, the study of non-fiction texts and Shakespeare as we believe that these elements foster a deep and true love of reading.

Why White Rose Mathematics Mastery? (Maths)

This programme gives our children a deep and conceptual understanding of maths. We also teach arithmetic weekly across all year groups from Year 1 to Year 6.

Why Plymouth Science? (Science)

This programme contains pre-learning from previous year groups and lessons and cross curricular links across modules. It contains detailed lesson plans including knowledge, working scientifically and scientific enquiry objectives. It includes hands on learning and metacognitive approaches: mini quizzes, recapping, revisiting knowledge. We have built on this programme by including an aspirational study of inspirational scientists across KS2.

Why have we developed our own programme for History and Geography?

We have developed our own history and geography programmes which are rich in knowledge and make reference – where appropriate – to our local area. We want our children to think deeply about the historical and geographical knowledge presented to them and so, throughout these programmes, there opportunities for discussion and questioning; these are marked by the terms Rosary Historian and Rosary Geographer.

Why our own programme for Italian? (Modern Foreign Language)

Our MfL teacher is Italian and has developed a programme that teaches the foundations of conversation and written Italian, whilst also engaging our children by linking with topics that they already study, such as The Epiphany in RE.

Why Get Set for PE? (PE)

We use a high quality PE programme that encourages our children to explore their creativity and to develop a positive connection to movement. Our children are physically active learners who are confident and competent in their PE skills and knowledge.

Why iLearn2? (Computing)

The intent of iLearn2 is to help pupils become independent, creative, safe, respectful and problem-solving digital citizens with a broad and transferrable set of skills. It is built upon 3 strands: Computer Science (code writing, using web based software, using interactive games and text-based language); Information Technology (the use of applications to create digital content, including document creation and editing, video making, digital art, graphic design, animation, 3D modelling and website building); and Digital Literacy (skills to find, evaluate, utilise and share using technologies and the Internet. This also includes important e-safety and internet research skills, as well as an understanding of computer networks).

Our children build upon skills and concepts established from the previous year and develop them further in the current and subsequent year. The e-safety skills are mapped to the Education for a Connected World Framework.

Why AccessArt? (Art and Design)

We wanted an art curriculum that is knowledge-rich and that gives our children a wide range of skills and progression in what they can achieve creatively. AccessArt builds self-knowledge and exposes them to a wide variety of media, techniques, approaches and artists.

Why Kapow? (Design and Technology)

We believe that Design and Technology is about providing opportunities for our children to develop their knowledge and understanding to create quality products. Kapow nurtures creativity and innovation through design and helps to develop our children's skills through collaborative working and problem-solving.

Teaching and Learning Expectations

- **Learning Question: linked to the task and the success criteria/outcome**
- **Building on prior learning**; making connections with new learning; retaining learning
- **Less is more**
- **Opportunities for retention of learning**
- **Modelling, scaffolding**: ***'I do it, we do it, you do it'***
- **Skilful questioning** : use of the second and third question: *Why? What makes you think that? Can you give me more detail?*
- **Sentence starters** for verbal response
- **Collaboration**: talk partners; group and whole class debate/discussion
- **Pace: 'chunking'**

2 years: 4–6 minutes 4 years: 8–12 minutes 6 years: 12–18 minutes
8 years: 16–24 minutes 10 years: 20–30 minute

- **Creativity: debate, role play, music**…
- **Vocabulary: taught explicitly, particularly technical vocabulary specific to each subject. Challenge pupils to use focus vocabulary throughout the week**
- **Respectful listening** from all pupils i.e. when individuals share their work or strategies; **active listening**
- **Success Criteria** shared with children at the start of the lesson: verbally, pictorially or in the written form depending on the age of the pupils (Marking and Feedback Policy) . 'In the moment' marking for assessment
- **Restrict hands-up**: choral response; targeted assessment of individuals; lolly sticks…
- **Support adults** engaged in supporting the learning
- Reading to your class daily (end of the day or during fruit and milk)
- Comprehension strategies taught explicitly: PoR texts, curriculum text
- Grammar concept (weekly) displayed at the front of the class; weekly spellings displayed at the front of the class: both referred to throughout the week
- Grammar into Writing
- Updated working walls: weekly with reference during lessons
- Clarity for pupils on presentation expectations, handwriting and spelling