



Curriculum Intent

Where possible, new learning is rooted in first hand experiences which allow children to use appropriate language; provide a context and promote a better way of remembering new information. Over the course of each week there is a wealth of opportunities in a range of subjects that support spiritual development; appreciation of the Arts and the world around them. We recognise that the people and things in the world are gifts from God that should be cherished and respected.

In order that children have the attitudes and skills to contribute to an ever changing world, we believe that we must equip them both with the knowledge and the opportunities for applying concepts and deeper level thinking. We want to create problem solvers of the future, who gather relevant information to enable them to see fresh perspectives and create innovative ideas.

We seek to start with an appreciation of what is the local area/ in their primary experience and extend that to applying and comparing this to a national and international level.

Themes are not taught once, never to be repeated, new learning starts with seeing how the new topic sits alongside the learning already experienced.

Fostering a love of learning and an inquisitive mind will sit at the heart of our curriculum. Through the subjects and through living out our Mission Statement, "Together we love, learn, follow Jesus," self respect and appreciation of others will be evident from the attitudes and responses of the staff and children.

Pupil Offer:

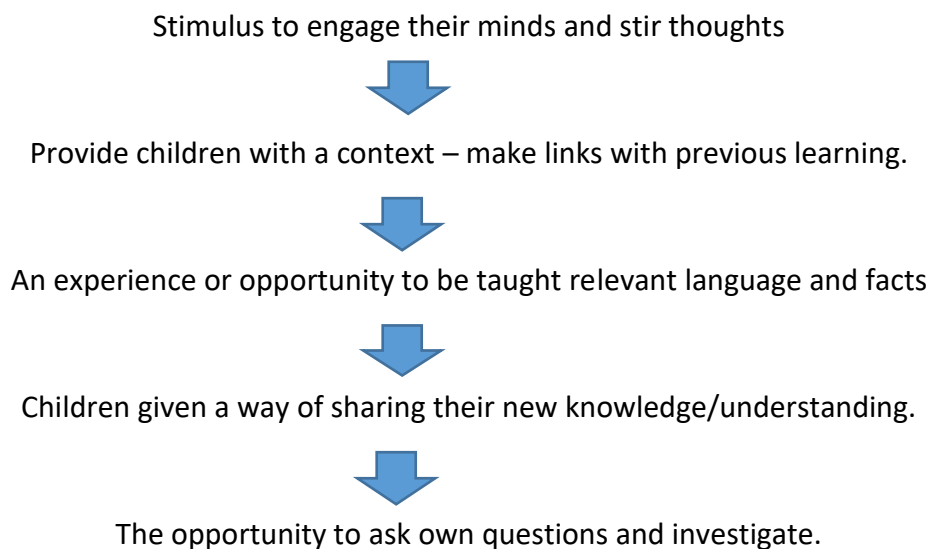
- PE at least twice a week.
- Lunchtimes that have organised activities including structure games and equipment.
- Opportunity to learn in the outdoors – regular Forest School sessions.
- Opportunity to learn both recorder and ukulele over the time in school.
- A minimum of two trips a year.
- French for 7 years.
- Use of practical equipment in a large percentage of lessons.
- High quality texts used in lessons other than English to improve vocabulary.

- Opportunity to show new understanding in a range of forms: oral, IT, written or creative.
- Access to Nurture Group and opportunities which make children feel safe and valued.
- A 5 week programme of Kidsafe taught every year by our trained professional.
- A chance to work in partnership with children from other schools, in a range of areas including sport, art and PSHE.
- A residential trip for three nights in KS2.
- A range of clubs/opportunities offered before school; at lunchtime and after school in a variety of areas.

Curriculum Implementation

Progressively we want our children to acquire and then secure knowledge and skills in all subject areas. We want children to understand that skills can be applied across subjects and that engaging in learning is a life skill that will potentially open wider professional opportunities as well as create a more fulfilled life, as they will have a greater appreciation for areas such as the Arts, Modern Foreign Languages, Sciences and Humanities .

Units start with:



Measuring and Reporting Curriculum Impact

Assessing the impact of our curriculum will come in different forms:

- ✓ What values and attitudes are the children showing in relation to appreciating the people, products and places in the world that God has created for us?
- ✓ What do our children know, remember and apply at different points in time?
- ✓ What subject specific skills have they acquired and can they apply them to different contexts?

Judgements against these areas are informed by:

- Lesson observations
- Discussions with children
- Monitoring the children's work
- Observing the children in different situations
- Children's progress and attainment

Evaluating impact is the responsibility of all the leaders in the school, this includes: the headteacher, subject leaders and governors. Their judgements are informed and sometimes validated by external agencies such as Ofsted, the Archdiocese and Local Authority.

As a school that strives to give all children the best possible provision, we recognise that each year there needs to be a new School Development Plan, shared with all members of the school community in the most accessible form. Whilst always seeking to address areas that need improving, school believes that areas of strength should still be seen as ongoing areas of need if best practice is to be maintained.