

1. INTENTION

Curriculum aims	Successful learners - who enjoy learning, make good progress and achieve	Confident individuals - who are able to lead safe, healthy and fulfilling lives	Responsible citizens - who make a positive contribution to society
Focus on learning	Attitudes and attributes - Growth mindset, reasoning, problem solving, adaptable, confident, risk taking, enterprising	Skills - Personal learning and thinking skills, literacy, numeracy	Knowledge and understanding - Understand the world around us and can shape the future
Finding God's vocation for our students	Caritas - Showing Christian love to our world	Excellence - Taking all available opportunities and being the best you can be	Together - Teamwork, support and understanding

2. IMPLEMENTATION

Components

Lessons	Events	Environment	Extended hours	Learning outside the classroom	Locations	Routine	Choice	Home and parish links
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Approaches to learning

Valid and matched to learning need e.g. enquiry, instruction, active, practical and theoretical	Assessment is fit for purpose and integral to learning and teaching	Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development	In tune with human development	Assessments develop students self-esteem and commitment to their learning	Personalised - offering challenge and support to enable all students to make progress and achieve	Relevant, purposeful and for a range of audiences	Assessment uses a wide range of evidence to encourage students to reflect on their own learning	Involve students proactively in their own learning	Resources well matched to learning need e.g. use of time, space, people, materials	Collaborative - students and teachers learning from each other	Based on Christian values - respect, understanding, self control, love
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Cross-curricular dimensions

British values. Overarching themes that have a significance for individuals and society, and provide relevant learning contexts: Choices for individuals - Identity and cultural diversity - Healthy lifestyles - Community participation - Enterprise - Global dimension and sustainable development - Technology and the media - Creativity and critical thinking - Seeing God in everything

Structure of our learning

7	French	German	Spanish	Art	Computing	Drama	DT/Textiles	English	Geography	History	Maths	Music	PE	PSHE	RE	Science
8	1 or 2 languages		Art	Computing	Drama	DT/Textiles/ Food Tech	English	Geography	History	Maths	Music	PE	PSHE	RE	Science	
9	1 or 2 languages		4 from Art, Computing, Drama, DT, Food Tech, Music or Textiles				English	Geography	History	Maths	PE	PSHE	RE	Science		
10/11	Options x 3		Choice of Double or Triple Science				English	Maths	RE	+ PE and PSHE (non qualification courses)						
12/13	Level 3 Pathway = Vocational		Level 3 Pathway = Voc + A level		Level 3 Pathway = A levels		Personalised and interchangeable	GCSE resits	Leisure opportunities/ Sports Academies	Additional academic courses	CoRE					

Extra-curricular and outdoor learning

3. IMPACT

To make learning and teaching more effective so that students understand quality and how to improve

Evaluating impact

Looks at the whole child e.g. curriculum aims, progress in skills, subjects and dimensions	Uses information intelligently to identify trends and clear goals for improvement	Using 'critical friends' to offer insights and challenges	Uses a wide range of measures both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Chooses assessment fit for purpose	Feedback from the whole school community e.g. students, parents, teachers, employers, governors
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Accountability measures

To secure

Progress data, attainment and improved standards	Behaviour and attendance	Civic participation	Healthy lifestyles	Further involvement in education, employment or training
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