

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

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

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	PSHEE	RE	Science
8	Choice of language x 1 or 2			Art	Computing	Drama	DT/Textiles/ Food Tech	English	Geography	History	Maths	Music	PE	PSHEE	RE	Science
9	Choice of language x 2			4 from Art, Computing, Drama, DT, Food Tech, Music or Textiles				English	Geography	History	Maths	PE	PSHEE	RE	Science	
10/11	Options x 4 - no restriction			Choice of Double or Triple Science				English	Maths	RE	+ PE and PSHEE (non qualification courses)					
12/13	Level 3 Pathway = 3 Year BTEC			Personalised and interchangeable GCSE resits Leisure opportunities / Sports Academies Additional academic courses L2 + L3 CSI: Catholic life of the VI Form												
	Level 3 Pathway = BTEC + A level															
	Level 3 Pathway = A levels															

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

To secure

Accountability measures

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