



St Catherine's C of E Curriculum Statement

At St Catherine's Church of England School, we strive to educate our children, to realise their aspirations and to contribute positively to society, guided by our Christian principles.



An Daras Trust
1980 Curriculum Growing Capabilities

<p>Curriculum intent What is the intent of our curriculum design and how does this underpin our core values and ethos?</p>	<p>Curriculum implementation How is the curriculum implemented year on year, what knowledge, skills and attitudes are we expecting the children to gain during their time with us?</p>	<p>Curriculum impact What will be the impact on this teaching and learning within the wider curriculum?</p>
<p>The intent of our curriculum is to:</p> <ul style="list-style-type: none"> • be broad and balanced. • inspire pupils to learn. • be led by pupil interest. • ensure the range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education. • incorporate opportunity to apply English and Maths learning with independence in a range of subjects. • develop, guided by the school's Christian ethos, 	<p>Linked documents: An Daras Capabilities Design Framework Curriculum Policy Teaching and Learning Policy Yearly Themes http://www.stcatherinescofe.co.uk/web/curriculum_/417191 Curriculum Enrichment Plan Curriculum planning documents</p> <p>We implement our curriculum guided by the above policies. Each term pupils are asked about their learning interests and carry out a capabilities assessment as a class. Teachers then use these to support planning using the National curriculum age related objectives, skills progressions and our school schemes of learning. Planning in the school requires teachers to plan specifically for cross-curricular learning, outdoor learning and opportunities to apply English and maths learning in other subjects.</p> <p>The school, in addition supports the enrichment of our curriculum in the following ways:</p> <ul style="list-style-type: none"> • 50 things book • Capabilities Assessments Book and programme • Residential trips for Year 5 and 6 • Class trips • Outdoor learning – Forest School • 30 minutes daily activity 	<p>Evidence of impact:</p> <ul style="list-style-type: none"> - Current data report - Pupil conferencing - Book Scrutiny - Learning Walks - Lesson Observations - External Monitoring visits - Curriculum long term planning overviews - Curriculum Monitoring and evidence collation - Photographic records <p>Impact:</p> <ul style="list-style-type: none"> • Throughout each year group and across the curriculum, including in English and mathematics, current pupils make sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points. • The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll is improving towards that of other

<p>pupils' spiritual, moral, social and cultural development and, within this, promote fundamental British values.</p> <ul style="list-style-type: none"> • relate learning to pupil well-being, how to keep safe and to preparation to contribute positively to society in the future and within the world of work as adults. 	<ul style="list-style-type: none"> • Weekly care/dementia home visits • School pets – chickens and guinea pigs • Extra-curricular clubs • LC Sporting events • Youth Council • School council • Youth Speaks competitions • Whole class music lessons – keyboards and drumming • Thrive Therapy • Swimming Lessons • Annual Shakespeare Project • Opera Project • Whole School Church visits • Whole School Performances • Outdoor learning week • Annual STEM Engineering Project • Weekly Maths Challenge • Collective Worship led by a range of community members • Community Lunches • Visits to local residential homes • Run a business project • Charity events termly • Termly charity events • Sports Competitions/day • Celebration of significant national events – eg. Garden party for Royal wedding/Olympics, etc • Heritage Week • Spirituality Day • Regular cooking activities • Creative Learning Hub and Outdoor Learning Hub • Use of key English texts, related to learning themes in other subjects, to broaden knowledge and vocabulary • Beach Clean – 2 classes • Cleaner Seas Project – Whole school write led by local author/illustrator • ADMAT art competition • Mayoral Ceremony 	<p>pupils with the same starting points.</p> <ul style="list-style-type: none"> • Pupil conferencing the significant majority of pupils enjoy being at school and enjoy their learning. • All pupils are challenged within their learning in all lessons. • Pupils effectively apply their learning across a range of subjects. • All pupils can read and can articulate their learning – what they are good at and what their next steps are. • Pupils understand the importance of daily activity in maintaining a healthy lifestyle. • Pupils can articulate their understanding of the school's vision and ethos. • Pupils have a developing spirituality within the context of their daily lives within school demonstrated through the events, CW feedback and RE lessons notes made. • Pupils understanding of their heritage is growing through the events planned.
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