Mission Statement – To learn, explore, challenge and respect; sharing Christ's Love through all that we do

Intent

Values Kindness, Love, Forgiveness, Charity
Resilience, Curiosity, Enthusiasm, Collaborative, Self-motivated, Playful, Creative, Pride, Independence, Reflective, Respectful

School Rules
Be Ready   Be
Respectful   Be Safe

The Vision of the Curriculum at St Vincent's

To promote positive relationships, wellbeing and self-belief.	To develop new skills that will support future success and raise aspirations.
To have the unique child at its heart.	To be relevant to all pupils; developing their local and world knowledge/understanding/ curiosity.

To be given hands on and real experiences that allow for deep and meaningful learning to take place.

To have opportunities to explore and develop their creativity.

To develop their critical thinking and problem solving.

All learning has a purpose; children are supported in their involvement and understanding.

To foster a love of learning and thirst for challenge.

To develop interpersonal skills and become a positive member of society through teamwork and collaboration.

Implementation

Teaching Tools

| Questioning Explanation | Learning Styles Practise | Modelling Support Feedback | Problem-Based Consolidation | Assessment Reflection | Challenge | Passion |

What Does this look like?

Cultural Capital:

Trips Residentials Teachers as role models Sharing of teachers' experiences	Visitors/experts/specia list teachers School events (St V got Talent)/projects Competitions	Clubs Assemblies Charity events/projects Sporting events High quality texts	Homework Focus days Class assemblies Productions Whole school career days	Visits from community leaders CLT Project Weeks Newsround time	Parish links Home-School links Class pets SEN day Instrumental lessons

| English | Maths | RE | Science | Art | DT | Geography | History | PE | Music | Computing | Jigsaw | French |

| Communication and Language | Personal, Social and Emotional Development | Physical Development | Mathematical Development | Literacy | Understanding of the World | Expressive Arts and Design |

Curriculum Drivers (3 lead subjects per topic; one of which is always English)
WOW moments / hooks – giving context and engaging pupils
Topic celebrations / planned outcomes – giving context and purpose for the learning
Family learning projects – creating interest and supporting deeper learning

Discrete subjects
Discrete subjects
(taught in blocks, allowing for focused / deeper learning)

Impact

High Quality Standards

Evaluation
- Are all children engaged?
- Is it relevant to all children?
- Has it enabled all children to make progress?
- Do children know what they are good at?
- What skills have been developed? Is the outcome clear?
- Are expectations high enough?
- Have all children received appropriate challenge/support?
- Has it sparked child-driven learning?
- Are all pupils' needs being met?
- Are we nurturing the child as a whole?

Curriculum Content is Responsive & Relevant

Evaluation
- Is it inspired by children's interests?
- Is it informed by in-depth knowledge of our children and the gaps in their life-experiences?
- Does it broaden the child's local and global knowledge and interests?
- Are there a variety of rich and meaningful experiences?
- Do the children have ownership of their learning?
- Are all experiences accessible to all children?
- Through assessment, is teaching and learning responsive, ensuring progress for all?
- Is it responsive to, and used to encourage home-school links?

Mastery for All

Evaluation
- Is there effective challenge to aspire towards mastery?
- Has scaffolding/support been designed to allow all children to aspire to mastery?
- Is questioning targeted to illicit depth of understanding and challenge thinking? Prove-it questions?
- Are misconceptions identified and addressed swiftly?
- Are there opportunities for problem-solving?
- Does it instil love of challenge and resilience?
- Are children aware of the purpose for their learning? Is it given a context/chance to share?