Mission Statement – Together, through our words and actions, our work and play, we point towards Christ each and every day.

INTENT

Our Vision – recognising and developing the original gifts of our young people, preparing them for service in the common good for the transformation of society and we aim for academic excellence for all, for the sake of the dignity of the individual.

Welcome | **Generosity** | **Service** | **Faithfulness**

Catholic Social Teaching

Human Dignity	Solidarity	Common Good	Option for the Poor	Peace
Every person is made in the image and likeness of God. Each of us is unique and beautiful. We are called to treat every person with respect.	We belong to each other; we were created to live in families and communities. We stand side by side with our sisters and brothers, especially those living in poverty.	The fruits of the earth belong to everyone. No one should be excluded from the gifts of creation. We must ensure everyone is safe, healthy and has equal access.	God's love is universal; he does not side with oppressors, but loves the humble. We must work for the most vulnerable, the poor and those without a safe community.	Peace is a cornerstone of our faith. Through understanding each other, our similarities and differences, we can bridge gaps and heal divides for a peaceful future.

Stewardship	Participation	Subsidiarity	Distributive Justice
We are stewards of creation; we must care for and protect our shared, common home for future generations to enjoy. We must live sustainably and enhance the wellbeing of our planet.	We all have the right and duty to participate fully in society.	We are called to empower communities, to let everyone have a say. The insights and perspectives of quieter voices are heard so that a better world is achieved together.	Everyone should have access to their fair share of resources.

IMPLEMENTATION

The Learning Journey	Step 1: Retrieval of Prior Learning and self-assessment of starting points	Step 2: Explore and develop new knowledge, concepts and skills	Step 3: Independent practice and application	Step 4: Making links between prior and current learning, within and across domains and subjects	Step 5: Applying learning to new contexts	Step 6: Self-assessment of endpoints and celebration of learning
Approaches to Learning	Learning Journey shared with pupils Cold tasks Pre-assessment for children Eliciting ideas through discussion – teacher & peer Low-stakes quizzing Dual Coding Vocabulary development – definitions, application Answer the mini question	WAGOLLS Variation Practice Collaboration Knowledge Progression Documents Skills Progression Documents Answer the mini question	Modelling – I do, we do, you do… Concrete, Pictorial, Abstract Deliberate Practice Spaced Practice Precision in language – Say it better! Answer the mini question	Answer the mini question	Catholic Social Teaching Current local and world events Community links Answer the mini question	Answer the big question Real-life purpose and audience Post-assessment for children and adults.
Develop a Love of Learning	*Passionate Role Models – Subject Ambassadors*	*Whole school subject immersion weeks*	*Visits and Visitors*	*"Beautiful work"*	*Parental Engagement – Join your Child's Lesson* *Parental Engagement – Information Evenings*	*Subject Celebration Newsletters* *Dance, Gym and Music live audiences every unit* *A Real Audience and a Real Purpose*

IMPACT

Stewardship	Attainment	Progress	Well-being	Personal Development	Vocation
All pupils have had the opportunity to serve our communities through charitable works and leadership roles.	*By providing support and challenge, academic excellence will be the aim for all pupils, recognising their many talents.*	*All pupils will make at least good progress from their starting points.*	*All pupils develop an attitude of life-long learning and are secure in our learning values.*	*All pupils understand how to stay safe, maintain a healthy lifestyle and build positive relationships.*	*All pupils have a sense of purpose, the ability to question and challenge, and understand they can make a difference.*

The right learning, for the right pupil, at the right time.	*Formative Assessment – feedback for learning shapes provision*	*Summative Assessment data drops*	*Core – x4 drops* *Wider Curriculum x3 drops*	*Pupil Progress Meetings – focus on next steps*	*Most vulnerable pupils individually tracked and targeted*	*Monitoring Cycle to triangulate assessments*	*Internal and external moderation across phases EYFS – KS3*