

St Charles' VC Academy
Curriculum Intent, Implementation and Impact statement



St Charles Mission: At St Charles Academy we believe that all children can share, learn and love to their fullest potential.

Intent	St Charles' Values	Resilience	Empathy	Aspiration	Contribution	Happiness
	The Vision of the curriculum at St Charles.	We integrate individual subjects of the curriculum into learning projects that engage our children and provide a clear context for their learning.	Is engaging, challenging and rigorous.	Provides a meaningful context for learning		Broadens horizons, develops global perspective.
			Has the unique child at heart	Encourages teamwork and collaboration	Develops a broad range of skills, knowledge & understanding	
				Recognises & reflects the educational needs of our local children		

Implementation	Our teaching & Learning principles	Challenge	Explanation	Modelling	Practice	Feedback	Questioning					
	Organisation	Educational visits including residential opportunities	Visitors	Assemblies	Whole School charity days		Responding to events in the news					
		"cultural Capital"	Take part in musical opportunities & opportunities to learn an instrument	Whole School Career days	Links with outside agencies to provide whole school themed days		Extra-curricular clubs					
		English	RE	Maths	Science	PSHE/RSE	Art	DT	History	Geography	French	PE
	Values ongoing	Less in more depth	Family Learning / Homework Projects		Wow or hook that engages children and gives context for learning		Outcomes to audience. Purpose for Learning					

Impact	The impact of our curriculum should be threefold; irrespective of starting points or background:	IMPACT 1: STANDARDS Children have a deep knowledge and high attainment levels across all subject levels as well as maintaining high levels of attainment and progress in Maths, English and Science. They understand and can describe how their learning fits in to the bigger picture.	IMPACT 2: PERSONAL DEVELOPMENT Children are confident communicators with the skills and vocabulary to present their ideas and knowledge to a wider audience. Children have a well-developed sense of themselves and their locality.	IMPACT 3: CURRICULUM ENTITLEMENT Through experience, children have a wide knowledge and are accepting of other people's backgrounds, beliefs and cultures both locally and globally. Children have access to a variety of opportunities to learn from specialists, parents, professionals and local groups. Children meet people, go places, do things and make things happen. They have high aspirations for their future.
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Evaluating Impact	Monitored at school and trust level through: -pupil voice, -staff voice, -lesson visits, -book looks -visits from directors, -head teachers report, -curriculum review visits, -Regular executive head monitoring visits, -	Lines of enquiry to review and appraise our curriculum	High Quality Outcomes: -Has the learning led to a purposeful and relevant outcome? -Are pupils challenged to reflect upon and evaluate their learning? -Are pupils evaluating their attitude to learning and its link to success? -Are there high expectations for all pupils, regardless of their starting points or learning needs? -Is assessment purposeful, efficient and used to shape future learning? -Is feedback a prominent feature of the learning? -Is planning, preparation and assessment efficient, purposeful and effective?	Curriculum Content is Responsive and Relevant: -Are pupils able to connect local, national, regional and global contexts for their learning? -Do pupils experience enjoyment and enrichment in their learning? -Do teachers take into account educational research and professional learning to adapt and improve their planning and preparation?-Is access to cultural capital planned within learning? -Is learning adapted to reflect local, regional and global current affairs, technological and environmental changes? -Does curriculum planning reflect our aims and the starting points of our children?	Challenge and Progression for all: -At the point of learning is the curriculum sufficiently challenging and appropriate for each child? -Are there high expectations for all pupils learning and attitudes to learning? -Does the work of the children show that tasks are rich and engaging for all pupils? -Do planning, tasks and outcomes show a clear understanding of pupil needs and how best to support them?	Embedding Knowledge and Skills: -Do children have opportunities to solve problems and undertake learning at a deeper level? -Do children have the opportunity to build on their understanding of subjects, knowledge, skills, concepts and vocabulary throughout the school? -Does planning reflect progression in subjects, knowledge, skills, concepts and vocabulary planned within curriculum topics as well as discrete subjects? -Are their coherent links within topics and subjects that increasingly challenge pupils? -What knowledge, skills, concepts and vocabulary have pupils acquired? -Is each subject given integrity and taught systematically either discretely or as a topic?	Vision and Values: -Does the curriculum reflect our vision and values? -Is explicit reference made to our vision; curriculum aims and learning behaviours in lessons, topics, subjects? -Do pupils engage with local community, national and global issues? -Are pupils aware of British values and able to make connections between their learning and these values?
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