

Mission Statement

In Christ We Grow – As a learning community we live out our Mission Statement striving for excellence through caring, sharing and achieving.

This policy should not be read in isolation but as part of the Code of Professional Standards.

Policies of particular relevance include:

- Single Equality
- Health and Safety
- Safeguarding
- Diversity and Citizenship
- PSHE
- Numeracy
- Literacy
- SMSC
- Inclusion
- Behaviour
- Teaching and Learning
- Assessment, Recording and Reporting
- ICT
- Careers Education Information Advice and Guidance
- Marking & Feedback
- E-Safety
- Personal Study
- Examinations

The following curriculum principles are informed by our Mission Statement. In Our Lady Queen of Peace, the curriculum:

- Is influenced by Gospel values – puts the teaching of Christ at the centre
- Is ambitious, broad, balanced and rich, developing the knowledge and skills that all students need to prepare them for the opportunities, responsibilities and experiences of later life in modern Britain and aims to address social disadvantage
- Remains as broad as possible for as long as possible, ensuring that all children are well motivated and enjoy their learning
- Offers a range of opportunities to equip students with the knowledge and cultural capital they need to succeed in life.
- Delivers at least the breadth and ambition of the national curriculum
- Actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs
- Is effectively planned, sequenced and taught, so that new knowledge and skills build on what has been taught before

- Contains content that has been identified as most useful, which is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills
- Reflects careful design and teaching so that students read at an age appropriate level, or are working towards this.
- Reflects Our Lady's local context by addressing gaps in student knowledge and skills
- Is underpinned and supported by strong, profitable international links which assist in the development of fundamental British Values and add breadth and scope to the core curriculum offer
- Develops outstanding spiritual, moral, social and cultural development (SMSC)
- Is committed to offering a broad, balanced and rich curriculum, which not only embraces the English Baccalaureate, but equally allows students to access arts subjects, including: Music, Art + Design, Dance and Drama. Our links to overseas countries expands and enhances our curricular and wider curricular offer, as we engage in a wide range of cultural projects.
- Is driven by inclusivity
- Reflects appropriate, high academic and vocational ambition for all students, including disadvantaged students and students with SEND.
- Is underpinned by the skills and competencies associated with our Engineering Status
- Incorporates explicit and consistent teaching of literacy and numeracy
- Is differentiated – the content is matched to students' abilities and aptitudes within each class
- Offers progression, continuity and personalisation. Is supported by strong CEIAG.
- Includes well-rounded assemblies, citizenship and PSHE opportunities,
- Promotes and complements the Single Equality Policy
- Is delivered in a safe and secure learning environment, including E-Safety

We will:

1. Demonstrate that Christian values underpin the rationale for and the articulation of the organisation of teaching and learning from ethos to curriculum design.
2. Provide sound spiritual, moral, social, physical and cultural guidance opportunities and experiences within the teachings of the Roman Catholic Church and promoting tolerance, respect and understanding of those of different faiths and beliefs.
3. Maintain a school ethos which provides as wide a range of activities as possible allowing for individual expression and development. Ensure that the whole-child is developed.
4. Embrace an understanding of Engineering as a vital and creative part of human culture. Embed a full and comprehensive international dimension to the curriculum to add breadth and depth to learning
5. Recognise the importance of diversity and equality through the implementation of the Single Equality Policy
6. Ensure all students have access to the curriculum regardless of physical or academic ability.

7. Ensure that all subjects have a clear and coherent curriculum rationale with detailed schemes of work for all year groups that meet the needs of students of all ability levels as well as disadvantaged student and SEND
8. Teach the planned curriculum to each student ensuring they acquire knowledge and develop and acquire a wide range of skills required to reach curriculum ends.
9. Set regular, tailored personal study, in line with the published policy, promoting learning and progress for key groups.
10. Identify, value and extend each student's skills, knowledge and experience.
11. Set high expectations and clear targets to support excellent learning of the curriculum
12. Encourage critical self-evaluation and the development of meta-cognitive and emotional skills in all our students.
13. Monitor the progress of each individual in line with the whole school assessment, recording and reporting policies.
14. Use assessment in a highly effective way to identify progress made and establish any gaps in knowledge, so that planning can focus on ensuring knowledge gaps are addressed.
15. Maximise our partnership with parents in understanding the curriculum and its implementation, encouraging parental involvement in student learning and progress. Ensure the website conveys information clearly about curriculum and assessment and meets statutory requirements.
16. Provide parents with a report on the progress of students, in line with our assessment policies and statutory obligations; this will include one full written report per year.
17. Strengthen partnership with our Engineering links/businesses to enrich and widen the opportunities available.
18. Provide opportunities for students to relate learning to the wider community to develop and prepare them for life in Modern Britain
19. Provide timely intervention and support to all our students in support of their personal and social development, including Careers Education Information Advice and Guidance (CEIAG)
20. Provide all students with Diversity & Citizenship Education & PSHE; this will be provided explicitly through our Curriculum For Life course and via subject delivery and the wider curriculum..
21. Uphold the entitlement of all students to be entered for relevant public examinations.

22. Regularly assess the suitability and availability of all courses of study and qualifications. Involve stakeholders in the co-construction of changes to the curriculum.
23. Regularly evaluate the suitability and appropriateness of the structure of our curriculum and provision to ensure that we respond to changes in national policy and the local context.
24. Report to the Governors' Committee (Curriculum) on curriculum related issues.

Revised November 2019