



St Wilfrid's RC College

Excellentia per fidem, per scientiam, per adiuvatum



<p>Our Vision and Values</p>	<p>Our college is a Christian community where respect and cooperation are reflected in everything we do. We strive to achieve excellence and overcome challenges through mutual respect and consideration, underpinned by Gospel values and the example of Christ.</p>
<p>Our Curriculum</p>	<p>St Wilfrid's has a knowledge rich, rigorous, broad and balanced curriculum that is sequenced in a progression model, to ensure that learning develops over time and at the right time. As architects of the curriculum, staff have created a curriculum that is rational, forward-thinking and rooted in evidence led principles. We have a transparent curriculum that is shared frequently with our students and parents, so that they are knowledgeable about their learning journey and they feel empowered by this.</p> <p>Curriculum continuity with our feeder primaries means that key concepts are introduced early and built upon frequently, to ensure that transition is successful for our students. This is also the case at KS5 where our 7 year curriculum model ensures readiness for each stage of a student's learning and prepares them for their future careers.. Our progression model enables schema development and our T&L principles (Rosenshine, retrieval, metacognition and oracy) are woven seamlessly through this, so that new information can be pinned upon existing intellectual architecture.</p> <p>The curriculum is faithful to subject disciplines, in content, skill and vocabulary. It is authentic, relevant and diverse, ensuring that it serves the community that it represents. The curriculum is inclusive and ensures that all children succeed. It is accessible but satisfyingly challenging,</p> <p>We are ALL teachers of literacy at St Wilfrid's. Embedded in our curriculum are five evidence informed literacy strategies which practitioners use to develop the reading and extended writing skills our of students.</p> <p>Curriculum and assessment are symbiotic. The impact of the curriculum and student progress through the curriculum is measured through a frequent diet of formative assessment and the purposeful use of summative assessments at key points. As a result, staff are experts in planning for pupil progress and the curriculum is organic and evaluated to inform future developments.</p>

What is a Curriculum Progression Model?

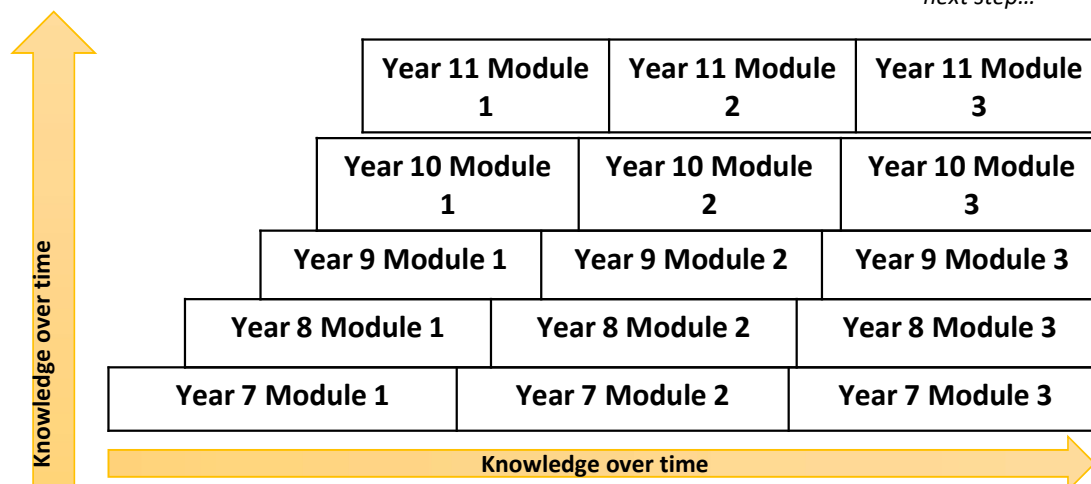
The curriculum is a progression model – a journey which students take in order to get better at each subject and develop their knowledge.

Like a race, a child progresses (moves) through a purposefully designed and rigorous race route with the teacher as their expert coach who trains, inspires, motivates and challenges the students to excel. Each part of the route is important and is to be mastered expertly, using assessment to measure how successfully knowledge and skills are developing. A successful curriculum is what that is a narrative – that takes prior learning and builds upon it, so that new knowledge can be understood and framed within a bigger picture.

Our teachers have skilfully created subject curriculums, just as architects of a race track would, to ensure that your child has a knowledge rich and diverse curriculum which has both breadth and depth.

- What should be studied?
- Why should it be studied?
- When should it be studied?
- How do we ,measure and know when progress is being made?

Readiness for their next step...





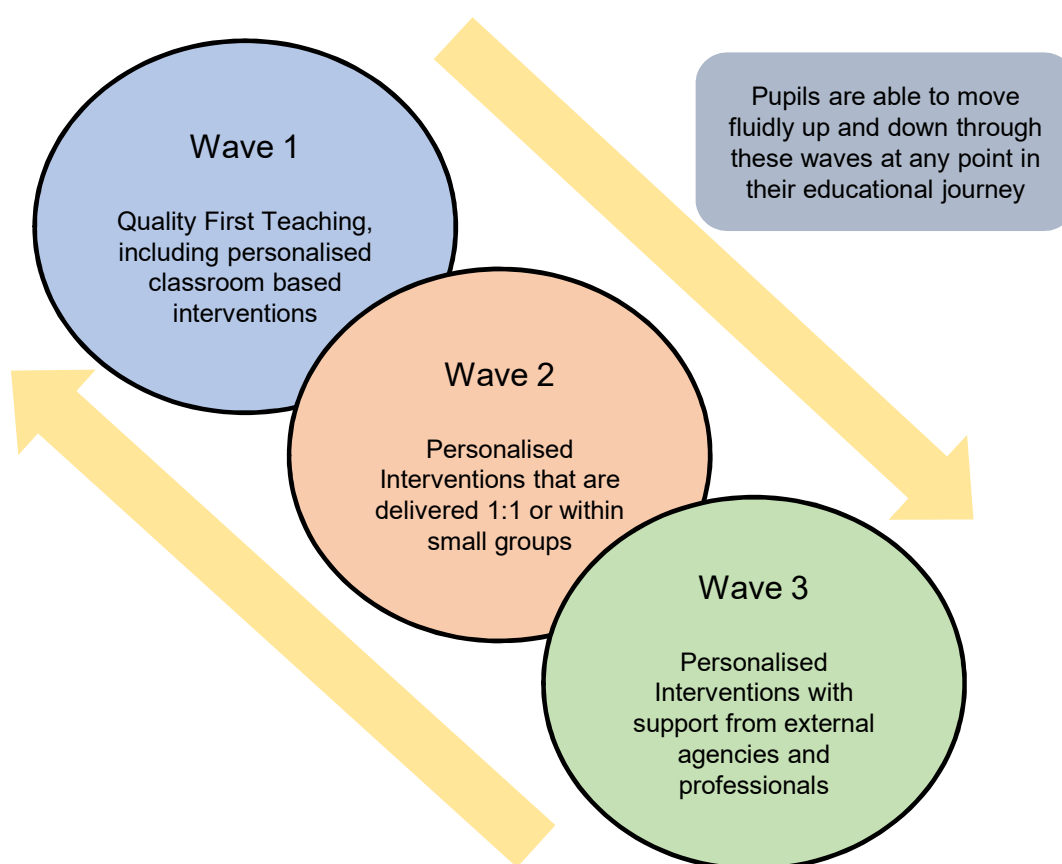
Curriculum Overarching Intent

At St Wilfrid's we believe in an inclusive and stretching approach to teaching. Pupils who have identified SEND needs are, as per the Code of Practice 2015, entitled to **"inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education"** (SEND Code of Practice, 2015, p.25).

As a school we are committed to providing the very best education for all of our pupils, no matter their needs and we work to make adjustments to our own practice to enable the pupils to have access to an education within a mainstream setting.

Within this there are three waves of support within our school. This is a fluid system of education, that enables pupils to move from each strand without any significant impact upon their education, but which will increase or decrease the amount of support that is provided.

We are also committed to making sure that all statutory duties and expectations within EHCPs are met and we work with external agencies and professionals to ensure joined up thinking, enabling pupils to work towards their stretching, yet achievable outcomes.





Curriculum Overarching Intent

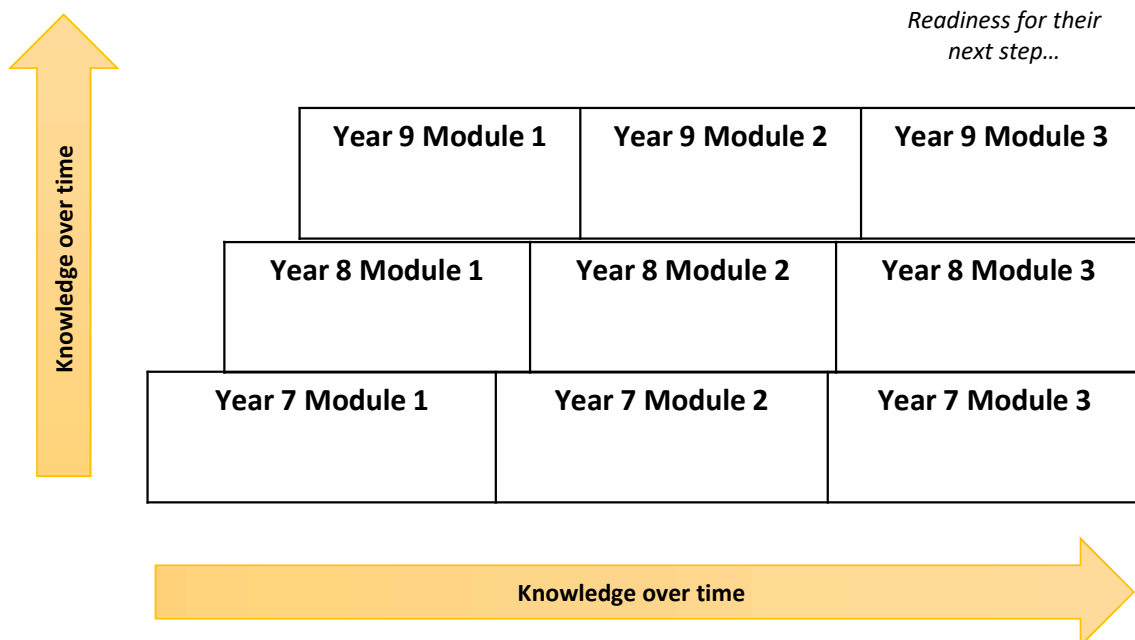
Inclusive education and progress for all students towards stretching, yet achievable targets no matter a students SEND needs.

Prior Learning

Insert prior learning from Primary that is built upon (3 bullet points)

	Vision	Key Concepts and Key Skills
Year 7		
Year 8		
Year 9		

Our Curriculum Progression Model is:



Key texts and websites that you can access to support their knowledge development in this subject include:

Year 7	Year 8	Year 9