

1. Intent	3. Impact Pupils
<ul style="list-style-type: none"> a) has reading at the centre b) has Oracy at the centre c) Is ambitious and designed to give all pupils, particularly disadvantaged pupils and those with SEND, the knowledge and cultural capital they need to succeed in the next stage of education, training, employment and life d) Is based on school leaders' identification of the key knowledge, understanding and experiences that pupils will encounter, learn and remember before they leave the school. e) extends beyond the academic, vocational or technical and ensures that all pupils have access to a wide, rich set of experiences f) provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests g) is planned and sequenced so that the end points that it is building towards are clear and that pupils develop the knowledge and skills, building on what has been taught before, to be able to reach those endpoints. h) consistently promotes the extensive personal development of the pupils i) Develops an understanding of and witness to Catholic virtues and Gospel values across the curriculum and wider life of the school j) Has the Catholic RE Directory 2023 at its core. k) Includes daily collective worship l) Prioritises prayer m) Ensures that all pupils in secondary schools follow the RED 2023 and an approved Catholic GCSE syllabus n) The scope of the curriculum exceeds that of the national curriculum o) Meets the requirements of the Statutory EYFS Framework p) Specifically teaches Fundamental British Values, and enables pupils to master the associated knowledge q) Specifically teaches about the protected characteristics as identified in the Equalities Act, and enables the pupils to master the knowledge r) Meets the statutory and diocesan requirements for Relationships, Sex and Health Education s) Has a local, regional, national and global dimension t) Has Laudato Si embedded within it u) Embraces the past, present and future v) Develops a deep understanding of the concepts of Consent, Responsibility and Respect w) Teaches pupils to protect themselves and others x) Enables all children to master the identified key knowledge y) Provides opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships and meets the Gatsby Benchmarks z) provides good quality, meaningful opportunities for pupils to encounter the world of work. 	<p>Pupils:</p> <ul style="list-style-type: none"> a) are able to read to an age-appropriate level and fluency b) learn to talk effectively c) thinking is stimulated and extended and learning advanced through talk d) are well motivated and demonstrate a positive attitude to learning e) are confident, resilient and independent f) acquire the knowledge and cultural capital they need to succeed in life, education, employment or training. g) make progress, in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum h) produce work of high quality i) achieve well in national tests and examinations, where relevant j) know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships and of the protected characteristics. k) are being prepared for their next stage of education, training or employment, including, at 6th Form., high-quality destinations l) are well prepared for life in modern Britain, and are developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs m) understand, appreciate and respect difference in the world and its people, celebrate the things we share in common across cultural, religious, ethnic and socio-economic communities n) are able to engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics and do not tolerate any form of discrimination o) know how to discuss and debate issues and ideas in a considered way p) understand how to be responsible, respectful, active citizens who contribute positively to society q) know how to protect themselves and others r) have a deep understanding of the concepts of <i>consent, responsibility and respect</i>. s) There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work t) have experienced all of the activities on the school's enrichment entitlement statement u) All secondary pupils receive unbiased information about potential next steps and high-quality careers guidance v) All secondary pupils are able to make informed, effective choices about their futures
2. Implementation	4. Impact Staff
<ul style="list-style-type: none"> a) all pupils study the full curriculum; it is not narrowed; a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6 b) all pupils study the full curriculum; it is not narrowed; a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9; the aim is to have the EBacc at the heart of its curriculum, and good progress has been made towards this ambition. c) curriculum plans are effectively adapted to meet the needs of pupils with SEND d) there is a daily act of collective worship e) at least 10% of direct teaching time is committed to RE f) the teaching of RE is inline with the Catholic RE Directory 2023. g) In secondary schools, the RE curriculum is based on the RED 2023 and in KS4 on an approved Catholic GCSE syllabus h) Read Write Inc is used to develop pupils' early reading skills from the beginning of EYFS i) Includes a discrete reading curriculum throughout the school j) there is a coherent and carefully planned canon of literature from EYFS to Y11 k) in primary schools, maths knowledge and understanding is taught through <i>Power Maths</i> l) pedagogy is based on the Plymouth CAST Principles of Teaching and Learning, supported by a programme of <i>Developmental Drop in</i> sessions for all teachers m) a robust programme of professional development enables all staff to develop strong subject knowledge of the subjects/phases they teach n) subject leaders are members of subject associations 	<p>Staff:</p> <ul style="list-style-type: none"> a) create an environment in which pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not accepted and are dealt with quickly, consistently and effectively whenever they occur b) create a dialogic classroom in which the power of talk is harnessed c) demonstrate full integrity to the school's curriculum d) have expert knowledge of the subjects that they teach and are supported, where necessary, to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching e) master the Plymouth CAST Principles of Teaching and Learning f) are confident to teach the subjects/specified curriculum/syllabus g) experience the school's curriculum as a resource that supports their teaching and wellbeing h) present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these i) deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. j) ensure that teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points k) use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected facts l) consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment m) ensure that remote education, if needed, enables all pupils to access lessons and learn, and monitor pupils' engagement and communicate with parents and colleagues effectively if there are concerns n) are members of subject associations or similar