



The Carleton House Preparatory School Curriculum

Our Carleton Charter														Care for our Community		Always try your best		Remember to show respect		Love our world		Everyone is Equal		Take time to listen and Tell		Our School, Our Family, Our Responsibility		New Friends Always Welcome		
Curriculum Intentions	We are a Catholic School following in the footsteps of Jesus through the Gospel Values														LOVE		FORGIVENESS		TRUTH		PEACE				MERCY		COMPASSION		RESPECT	
	"They can because they think they can" Our Learning Values:														Self-motivation		Thinking		Resilience		Independence		Collaboration		Emotional Intelligence					
	The British Values are embedded within our curriculum														Democracy		The Rule of Law		Individual Liberty		Mutual Respect		Tolerance							
	The vision of the curriculum at Carleton House Preparatory School:														We aim to inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment.		Using the national curriculum guidelines we develop the knowledge content of our curriculum. but aim to ensure it is relevant and exciting with purposeful outcomes		Our curriculum has local, national and internal dimensions and makes meaningful links between areas of knowledge across the curriculum and real life issues and contexts.		We want our children to have a love of learning, feel passionate and have ownership of the outcomes.		We aim to meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.		We encourage our children to share their learning with each other, their families and the wider community and to learn from others.		We are preparing our children for their future adult lives. We want them to become responsible citizens who make a positive contribution to society.			
Teaching Intentions	Our teaching intentions:														Opportunities for Creative Thinking		Modelling		Purposeful Questioning		Challenge for all and support where necessary		Continuous formative assessment		Moderation of assessments					
	We provide opportunities for our pupils to assume responsibilities														Head/ Deputy Boy & Girl		School Council				Prefects		House Captains		Playground Leaders					
	Informed by educational research into effective teaching practices, cognition, learning and how knowledge and understanding develops.														Teaching is responsive to learners strengths and needs and engages, motivates and inspires them.		Teachers have deep knowledge of the subjects they teach.		Teachers monitor learning and provide feedback.		Positive relationships ensure secure learning environments where pupils feel supported yet positively challenged.		Children are supported to learn how to learn and to develop positive learning behaviours and intellectual and emotional resilience		Developing strong partnership with parents that supports learning at school and home					
Organisation	An exciting and engaging curriculum making full use of opportunities for real world learning														Educational/ residential Visits	Opportunities for More Able	Visitors	Safeguarding Curriculum	House Days	Entrance Exam Preparation	Theme Weeks	Assemblies	Extra-Curricular Clubs	Learning outside the classroom	Picture News	ESB Examinations				
	Personal, Social and Emotional			Communication and Language			Physical development			Literacy			Mathematics		Understanding the World		Expressive arts and design													
	RE	ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	DT	ART	COMPUTING	MUSIC	SPANISH	PE	PSHE/RSE																	
Impact	High ambition for all pupils. All are treated equally and fairly and given equality of opportunity and voice regardless of gender, religion, additional need, disability or race														IMPACT 1: Standards Children make excellent progress. Attainment is consistently above national expectations. A high percentage achieve the greater depth standard. A high percentage of pupils are successful in securing a place at the secondary school of their choice.				IMPACT 2: "They can because they think they can" Children are confident and successful learners, demonstrating our learning values, and make the right choices for their learning.				IMPACT 3: Personal Development Children demonstrate the 'Carleton Charter' in their learning and in their behaviour in and around school. The choices children make benefit the school and local community.							
	How we maximise the impact of our curriculum														Embedded Ethos, Mission Statement and positive environment		Challenge and progress in every lesson		Exciting and engaging learning strategies		High quality training and effective deployment of all staff		Assessment, marking and feedback	Intervention support and challenge	Challenging appraisal targets for all staff	Positive parental collaboration	Effective home learning			
Evaluation	How we quality assure the impact of our curriculum														Daily teacher assessment for learning	Termly standardised assessment	Termly tracking of whole school, class and groups progress	Termly SLT Pupil Progress meetings to review support and intervention for all groups	Timetable for half termly co-ordinator monitoring of outcomes and provision	Cycle of monitoring of regulatory compliance by Governing body	Monitoring cycle including planning, book scrutiny, observations and HT learning walks	Pupil interviews	Parental questionnaire and feedback	Internal and external moderation	Link Governors and FGB overview of data					