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**Curriculum Inclusion Statement**

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| Intent | Learn | | Love | | Pray | | Play | |
| Successful***learners*** who enjoy learning, make progress and achieve. | | ***Loving*** individuals who are able to live safe, healthy and fulfilling lives. | | ***Prayerful*** individuals who are able to recognise God’s love and support to drive them forward. | | Team ***players*** who make a positive contribution to society. | |
| At St. Thomas More, we place great importance on Inclusion which allows every child to develop and flourish on an equal footing. Through our core aims, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural needs of each child is considered. Inclusion means that every child in is treated as equal and given equal opportunities to progress at their level and to access different levels of support within school. Our approach will be evaluative, allowing swift changes where needed to. Intervention should be given at the earliest possible point both in class and for outside referrals. | | | | | | | |
| Implementation | Planning | Assessment | | Enrichment | | Learning Behaviours | | Partnership |
| Planning suits the needs of all children no matter what their needs with a focus on Quality First Teaching. Teaching is personalised and targeted including tasks, questioning, scaffolding and interventions where needed. | Assessment helps the teachers to focus on what children need individually and to plan suitable learning experiences for their needs. It also helps teachers to measure what progress has been made and to provide opportunities to support progression and learning where needed. | | Children have access to social, academic and extra-curricular activities that support and widen their knowledge, allowing them to apply their learning in a variety of contexts. Hands- on learning caters for all learning needs. | | Effort and inner drive are rewarded. Children are encouraged to reflect upon their learning and take responsibility for their achievement. Reflection time helps them to understand how to become a more successful learner. Learning behaviours are modelled regularly. | | Teachers, parents and children are aware of, and help to set, targets for children. Passports and Learning Plans support this, along with meetings with teachers at parents evenings, appointments and outside agency referrals where necessary so that children have relevant and purposeful support to help their progress. |
| Impact | Pupils leave St. Thomas More Catholic Primary School with a secure grounding in all aspects of the curriculum. Children in all groups make good progress over time and receive rapid and purposeful interventions where needed to boost progress. Children feel secure, welcome, able to learn and to be the best that they can be. | | | | | | | |