



DT

INTENT STATEMENT

Gunnersbury's Catholic School Mission Statement

"Gunnersbury Catholic School strives to educate all its pupils within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted."

'Ad Altiora' - 'To Higher Things.'

- Every Catholic school has a mission statement that encapsulates its distinctive job or core purpose.
- The mission statement **puts faith at the heart of all we do at school** and incorporates our school motto.
- It speaks of inclusivity and respect, that we understand as important Gospel values.
- It reminds us that Christ is at that centre of all that we do and by extension, as his creations we are all obligated to treat every member of our community with respect and love.
- It speaks of our aspirations for all in our community and our will to do all we can to make these a reality

INTENT

- In DT we construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- We the same academic, technical or vocational ambitions for all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs
- Our students study the full curriculum. Teachers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary

IMPLEMENTATION

Teachers have good knowledge of the subject(s) and courses they teach. Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches

Over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching.

Teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select reflect the department's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment

A rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading.

IMPACT

Students develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results. Students are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.