

Catch22 Include Suffolk Primary School

Curriculum policy

Catch 22 Include Suffolk Primary School

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This policy will be reviewed annually.

Catch22 reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Headteacher Daryl Bates
Queries to:	Headteacher Daryl Bates
Date created:	August 2019
Date of last review:	Sept 2026
Date of next review:	July 2027
Catch22 group, entity, hub:	Catch22 Education
4Policies level (all staff or managers only)	All school based staff and managers

Catch 22 Include Suffolk Primary School

Education Intent Statement

Catch22's Vision:

To deliver better social outcomes through transforming public service through the 3Ps:

Place

Supporting people to find, retain, transition safely into homes and communities

Purpose

Working with people to achieve their purpose in education, employment or training

People

Building networks of people around individuals

Our Education Mission:

To enable young people to progress and succeed in sustained education, training or employment.

Our School Vision:

Our vision for our Catch 22 include Suffolk Primary School pupils reflects a passionate commitment to learning and celebration of the uniqueness of our children as individuals.

We believe every child at our school deserves the best People supporting them, a safe, stimulating and inclusive Place to learn and our Purpose is to re-ignite their love of learning and help them become the very best version of themselves that they can be.

Our Educational Intent:

	Evidenced in this policy?
Brilliant basics, magic moments - Support pupils to gain academic qualifications, experiences and the skills needed to move successfully to the next stage in life. - Provide a values-based curriculum, working with pupils to build their spiritual, moral, social and cultural capital and personal development	1, 2, 3, 4, 7, 8, 9, 15, 17, 18 7, 9, 11, 12, 13, 15 9, 10, 15, 16,

Relationships beat structures Treat pupils as individuals and help them to build bright futures in both their personal and professional lives	20, 25
Things about you, built with you, are for you - Understand pupils' unique needs and help them overcome their barriers to learning - Engage pupils with a broad and rich curriculum so they can realise their ambitions - Make our pupils' voices heard and harness participation to benefit pupils and help our schools to improve.	4, 16, 20, 25 1, 2, 3, 9, 15 19, 28
Unleash Greatness - Have high aspirations for our pupils so they leave us prepared for life in modern Britain and the wider world. - Instil belief in pupils so they can progress and succeed in education, training and employment	1, 13, 14, 15, 28 4, 14, 15, 27
Let robots be robots and humans be human - Ensure pupils have a rounded understanding of themselves and the world around them. - Harness curiosity and nurture a love of learning. - Support and protect our pupils to be safe and feel safe online and offline.	9, 15, 17, 18 15, 16
Incubate, accelerate, amplify Embrace the values of 'Rights Respecting Schools'; helping pupils thrive as individuals both as members of their school and the wider community.	12, 28, 29, 31, 42

1. What is the policy about?

This curriculum policy sets out the intention of our curriculum approach, how we implement it and how we measure the impact of our curriculum on our students. It covers our approach to curriculum content and delivery and stands alongside other essential policies for curriculum implementation.

2. Who does this policy apply to?

The Curriculum Policy is for all Catch22 Education Staff, Commissioners, LAB Parents/Carers, young people and Inspectors.

3. Policy requirements

Intent

At Catch 22 Include Suffolk Primary School, we are committed to delivering a bespoke and ambitious curriculum, tailored to meet the diverse needs of our pupils. We understand that education is not just about imparting knowledge, but about nurturing **people**, helping them to find their **place** in the world, and instilling in them a sense of **purpose**. We offer an engaging learning experience that sparks curiosity and fosters a love of learning, setting a strong foundation for lifelong education. Our dedicated and passionate staff strive to make our school a place where every pupil feels valued, inspired and equipped to pursue their most ambitious dreams.

To do this, we provide young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a school structure which supports our young people overcome their barriers to learning ensuring they have bright futures both in their personal and professional lives.

Curriculum Knowledge and skills intentions

1. Equip students with key knowledge and skills to be successful in current learning as well as in future life
2. A clearly designed curriculum showing progression of skills and knowledge as determined by the National Curriculum
3. Key stage 1 students will have the opportunity to sit Phonics screening if it is appropriate for them to do so, in partnership with dual placements
4. Key stage 2 students will have the opportunity to sit Multiplication tests and SATS if it is appropriate for them to do so, in partnership with dual placements

5. A carefully reviewed curriculum where planning is regularly tailored to the needs and prior skills and knowledge of the students with the intent to close gaps in learning
6. Improve the literacy and numeracy of our students with embedded opportunities to develop and practice skills
7. Targeted plans to ensure reading is a key focus, reducing the gap between reading age and chronological age
8. Ensuring all students are empowered with the skills, knowledge and attitudes necessary to navigate life's challenges, make informed decisions and contribute positively to their communities, promoting a healthy and fulfilling life through our PSHE/RSE curriculum
9. Ambitious curriculum including exposure to a variety of new experiences
10. Life skills lessons to equip students with essential practical and interpersonal skills that are necessary for success in various aspects of life.

Curriculum flexibility intentions

11. Provide opportunities and experiences for students' personal development and support them with their personal aspirations.
12. Provide a flexible approach to teaching that meets the varying needs of our students through the use of Trauma Informed Practice and the Boxall Profile programme and other interventions working with external agencies to provide an individualised learning experience

Cultural capital intentions

13. A full programme of PSHE incorporating RSE to support students in learning how to keep themselves safe, and to develop personal values and respect for others.
14. Fully embedded approach to SMSC, alongside personal development, RE, citizenship and British values
15. Working towards achieving the Rights Respecting Schools award and ensuring our students know their rights and the rights of others.
16. Through the ambitious curriculum, alongside extra experiences and support offered enable our students to move to sustainable positive destinations.

Implementation

At Catch 22 Primary school we meet these intentions with the whole school curriculum.

Our Timetable is set out as per Appendix 1.

An overview of the curriculum is set out per Appendix 2.

There may be some minor variations in curriculum delivery between Key Stage 1 and Key Stage 2. In Key Stage 1, pupils will follow their planned Read, Write, Inc. phonics provision, while in Key Stage 2, the literacy session may be adapted in response to pupils' Read, Write, Inc. reading assessment outcomes. Teachers may also make appropriate adjustments to Lesson 5 to accommodate wider school arrangements, such as PE, educational visits or field trips, and may adjust the timing of curriculum subjects where appropriate to make the best use of available opportunities and conditions.

Catch 22 Include Suffolk Primary School offers a rich curriculum which is set in line with the National curriculum to enable pupils to progress in all areas of learning and to ensure they can continue this progression after transition. Each half term consists of focus on an engaging topic for each key stage following a two-year cycle. Our timetable consists of a clear structure placing phonics, literacy and numeracy at the beginning of the day for pupils to then demonstrate and implement the skills that are taught throughout the foundation subjects that follow. Lessons are short and productive to stimulate active learning and the timetable includes two break times to facilitate the pace appropriate for the varying needs of our students.

There are weekly lessons for the teaching of PSHE and RSE alongside targeted interventions and life skills lessons to embed continuous opportunities for pupil's personal development. Whilst we follow a scheme of work, our PSHE curriculum is designed to be flexible, drawing from relevant resources such as 'Pol-Ed' allowing us to respond to current events, cultural learning opportunities and global celebrations as they arise. This adaptability ensures that students can engage with real-world issues and world debates in a meaningful way, building their understanding of diversity, empathy and citizenship.

Throughout each half term there are also a range of activities, assemblies and learning opportunities embedded within the topics which are derived from the Social, Moral, Cultural, Spiritual (SMSC) coverage or emerging events and needs within the locality of the school. Pupils are given the opportunity to engage in discussions, debates, school council and educational visits to enhance their SMSC development and understanding of British Values. There are also events to celebrate, apply and present their knowledge and understanding at the end of the half term.

Core curriculum

Subject	Board	Specification link
English	National Curriculum	https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study#key-stage-3
Reading/ Phonics	National Curriculum/ Ruth Miskin Read, Write, Inc scheme	Reading Framework (publishing.service.gov.uk) Read Write Inc. Phonics - Ruth Miskin Literacy
Writing	National Curriculum/ Ruth Miskin Read, Write, Inc scheme/ Talk4Writing	English programmes of study: key stages 1 and 2 Outstanding Teacher Training - Talk for Writing Read Write Inc. Phonics - Ruth Miskin Literacy
Maths	National Curriculum/ White Rose Maths/ Numicon	https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study Maths resources for teachers White Rose Maths (whiteroseeducation.com) Numicon, Primary School Maths Resources (oup.com)
Science	National Curriculum	https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study

PSHE	National Curriculum (including RSE)	Lessons covering national curriculum requirements based on PSHE association Resources selected from EC Primary and Pol-ED A positive force in education Pol-Ed - A positive force in education RSE is built into these lessons Relationships Education, Relationships and Sex Education and Health Education guidance (publishing.service.gov.uk) This year, we are also developing our PSHE curriculum and may trial resources from programmes such as Jigsaw to support more engaging, discussion-based sessions that enable pupils to participate fully and gain the most from their learning. <i>Please see RSE policy for full coverage and more information</i>
SMSC, British Values, Citizenship		These are embedded throughout our curriculum and completions are recorded through Gridmaker.net as evidence

Non-Core coverage

Subject	Coverage Link
Art	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf
Geography	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf
History	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf
PE	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf
Music	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf Resources: Kapow: Music Scheme of work - Lesson Plans, Resources and CPD (kapowprimary.com)
DT	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf
Computing	https://www.computingschool.org.uk/data/uploads/primary_national_curriculum_-_computing.pdf Resources: Kapow: Computing Scheme of Work - Lesson Plans And CPD (kapowprimary.com)
RE	DeepDive PlanIt (Twinkl) PlanIt RE Lesson Plans - Primary Resources - Twinkl

17. In addition, therapeutic offers/ interventions to young people, dependent upon need, may include

- SALT
- Trauma Informed practice
- Boxall Profile interventions for behaviour
- Drawing and Talking
- TalkAbout (Social Communication Skills Programme)
- Hamish and Milo (Social and Emotional Learning Programme)
- Precision Teaching

See SEN policy for more information.

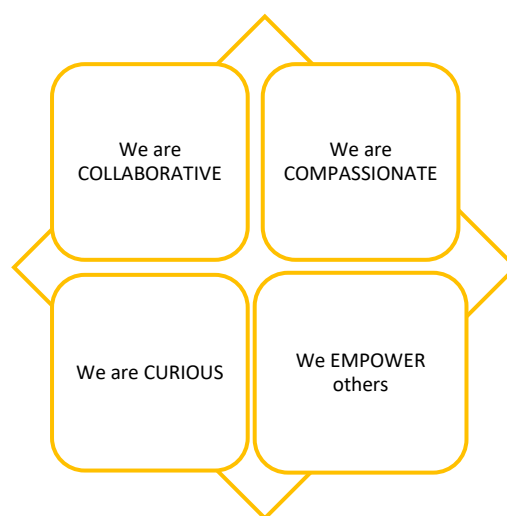
18. Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers and focus events and/or charity days to add to our young people's experience. Experiences our pupils have the opportunity to engage with include, but are not restricted to:
- Young Writers Competitions
 - Local community visits, e.g. library, forests, shops and markets
 - Off timetable focus days
 - Swimming Lessons
19. Our young people have the opportunity to stand for school council election, to represent their peers at the school council.
20. At a classroom level, implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated and adapted to individual learners, meeting the needs as identified on Pupil Support Plans (PSPs) and also preferred learning styles. We put learning into context for students and use real world examples to show why the learning is important both now and in the future.
21. All lessons provide the opportunity for fully embedded literacy, numeracy, SMSC, RE and PD as well as other cross curricular links to ensure that learning is holistic and joined up.
22. Lessons have been planned to follow the National Curriculum and have been planned by a range of teachers to share experience and expertise to ensure our young people receive high quality input. They are then differentiated fully for the needs of each individual learner and pitched at their working level with the opportunity for stretch and challenge to ensure good progression for all.
23. Marking and feedback is according to our policy and is moderated across sites to ensure accuracy and consistency. Feedback provides clear actions for students to improve their work. Targets for each subject and pupil are clear, and are regularly revisited with reflection throughout their learning, with progress celebrated and shared with parents/ carers through half-termly reports. Students have target trackers in the front of their corresponding workbooks, which are reviewed weekly to monitor and reflect on progress towards their academic targets. This enables students to become responsible learners and gives clear direction on how to achieve. High expectations of achievement are demonstrated in both short term and long-term targets.
24. We use teacher professional judgement, regular work scrutinies and a range of formative and summative assessments to track our student's progress throughout the year. These include but are not limited to the British Spelling Test Series, New Group Reading Assessments, Sandwells Maths Assessments and Read, Write, Inc Assessments and Insight (tracker system).

25. Young people are supported with personalised approaches, following their PSPs, EHCP and Boxall Profile assessments alongside subject specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people.
26. Lessons make use of techniques to revisit learning to support long term memory of concepts to further support achievement in current qualifications, but also to support students to see links in learning to provide a holistic view to their learning, rather than as isolated episodes.
27. All teaching staff have either gained Qualified Teacher Status (QTS) or are working towards QTS.

Hidden learning

1. Outside of lessons and the curriculum offer, our original approach to supporting our students overcome their barriers to learning is evident. We have Advocates and Teaching Assistants on site to work with our students when extra support is needed, and who work closely with home and other services to fully support students both in and out of school. We have trained trauma informed staff to support pupils with their emotional literacy and have specific interventions to support with educational needs.
2. Our school has a supportive and encouraging ethos, where students have freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectations, both academically and personally, for themselves and our students.

This approach demonstrates our four key values at Catch 22



Impact

The effectiveness of our curriculum approach is evaluated and analysed through multiple assessment strategies that provide comprehensive insight into our pupils' academic progress, personal development, and long-term outcomes.

1. Academic Progress and Achievement:

We monitor pupil progress through assessment and progress data collection, ensuring that our bespoke curriculum delivers measurable academic gains. This data-driven approach allows us to identify areas of strength and areas requiring additional support, enabling timely interventions that maximise each pupil's potential.

Annual reviews for SEND students provide detailed evidence of progress, demonstrating how our tailored approach meets individual learning needs and supports pupils in achieving their personal learning goals.

2. Personal and Social Development:

The impact on pupils' personal growth is measured through improvements in their Boxall Profile Assessments, which track developmental progress in social, emotional, and behavioural competencies. These assessments provide valuable insight into how effectively our curriculum nurtures the whole child and develops essential life skills.

Improvements in attendance and reductions in behaviour incidents serve as key indicators of curriculum appropriateness and engagement levels, reflecting how well our provision meets pupils' individual needs and interests.

3. Transition and Long-Term Outcomes/ Sustainable Placements:

We track pupils' destinations upon leaving us for a whole year, providing support where necessary to ensure successful transitions. This longitudinal approach demonstrates our commitment to pupils' continued success beyond their time with us.

A significant measure of our impact is pupils successfully transitioning to and sustaining positive destinations, indicating that our intervention has successfully addressed barriers to learning and prepared pupils for reintegration into suitable educational settings.

4. Curriculum Quality and Effectiveness:

Regular review of the taught curriculum involves ongoing discussions about pedagogical approaches to ensure our provision remains relevant and continues to meet the evolving needs of our young people.

Regular monitoring schedules for both teaching and learning ensure good progress for pupils while monitoring the impact of our intended curriculum approach. This quality assurance process maintains high standards and identifies opportunities for improvement.

Self-Evaluation Form (SEF) reviews provide comprehensive monitoring of curriculum effectiveness across all areas of school provision, ensuring alignment between our intent, implementation, and impact. The wider Catch 22 Senior Leadership Team will assist in evaluations and quality assurance checks.

5. Enhanced Learning Experiences:

Continual improvements in the quantity and quality of off-site provisions and experiences develop our learners' experiences and ambitions, broadening their horizons and connecting classroom learning to real-world applications.

6. Individual Support and Progress

Learner profiles and Personal Support Plans (PSPs) are reviewed regularly and amended as necessary, ensuring that our curriculum response remains personalised and responsive to changing needs.

The impact of our graduated response approach is carefully monitored to ensure that interventions are appropriately scaled and effective in addressing individual barriers to learning.

7. Quality Teaching:

Regular review of our monitoring processes ensures the highest quality of teaching and learning while facilitating the sharing of best practice across our sites and provision. This commitment to professional development directly impacts the quality of curriculum delivery and pupil outcomes.

8. Local Advisory Board:

Includes a board of education professionals who support and challenge the school to ensure the curriculum is effective and impactful. By working closely with leaders, the board monitors how the curriculum is delivered and reviews evidence of pupils' progress and outcomes. Members engage in meetings, scrutinise data and listen to pupil and parent voice to gain a clear picture of how well the curriculum meets the needs of all learners. Their oversight helps to measure the impact of teaching and learning, ensuring that the curriculum remains ambitious, inclusive and continually evolving to provide the best possible experiences and outcomes for pupils.

4. Definitions

SALT- Speech And Language Therapy

SLCN- Speech and Language Communication Needs

PSP- Pupil Support Plan

EHCP- Education Health and Care Plan

TISUK – Trauma Informed Schools UK

QTS – Qualified Teacher Status

5. Related policies

Marking policy

Assessment Approaches

Literacy across the curriculum guidance

Numeracy across the curriculum guidance

RSE policy

PSHE policy

SEN policy

SMSC policy

Safeguarding policy

Personal Development policy

Behaviour/ Relationships policy

External Trips and Visits Policy

Provider Access policy

6. Appendices

Appendix 1: Catch 22 Include Primary School Timetable – KS1

Day	09.30-09.40	09.40 - 10.40		10.40-11.00	11.00 - 11.45	11.45 - 12.15	12.15-13.00	13.00 - 14.15		14.15
		Lesson 1	Lesson 2		Lesson 3	Lesson 4		Lesson 5		
Monday	Breakfast / Activity Trays	 09.40- 10.00 Circle Time	 10:40- 11:00 Read, Write, Inc.	Break Activity Trays / Snack	 Numeracy	 RE	Lunchtime Activity Trays	 PE/ Health and Wellbeing		Storytime/ Home
Tuesday		 Read, Write Inc./ Literacy			 Numeracy	 PSHE		 Science		
Wednesday		 Read, Write Inc./ Literacy			 Numeracy	 Mindfulness		 Creative Arts		
Thursday		 Read, Write Inc./ Literacy			 Numeracy	 PSHE		 Humanities		
Friday		 Read, Write Inc./ Literacy			 Numeracy	 Life Skills		 Computing	 Assembly	

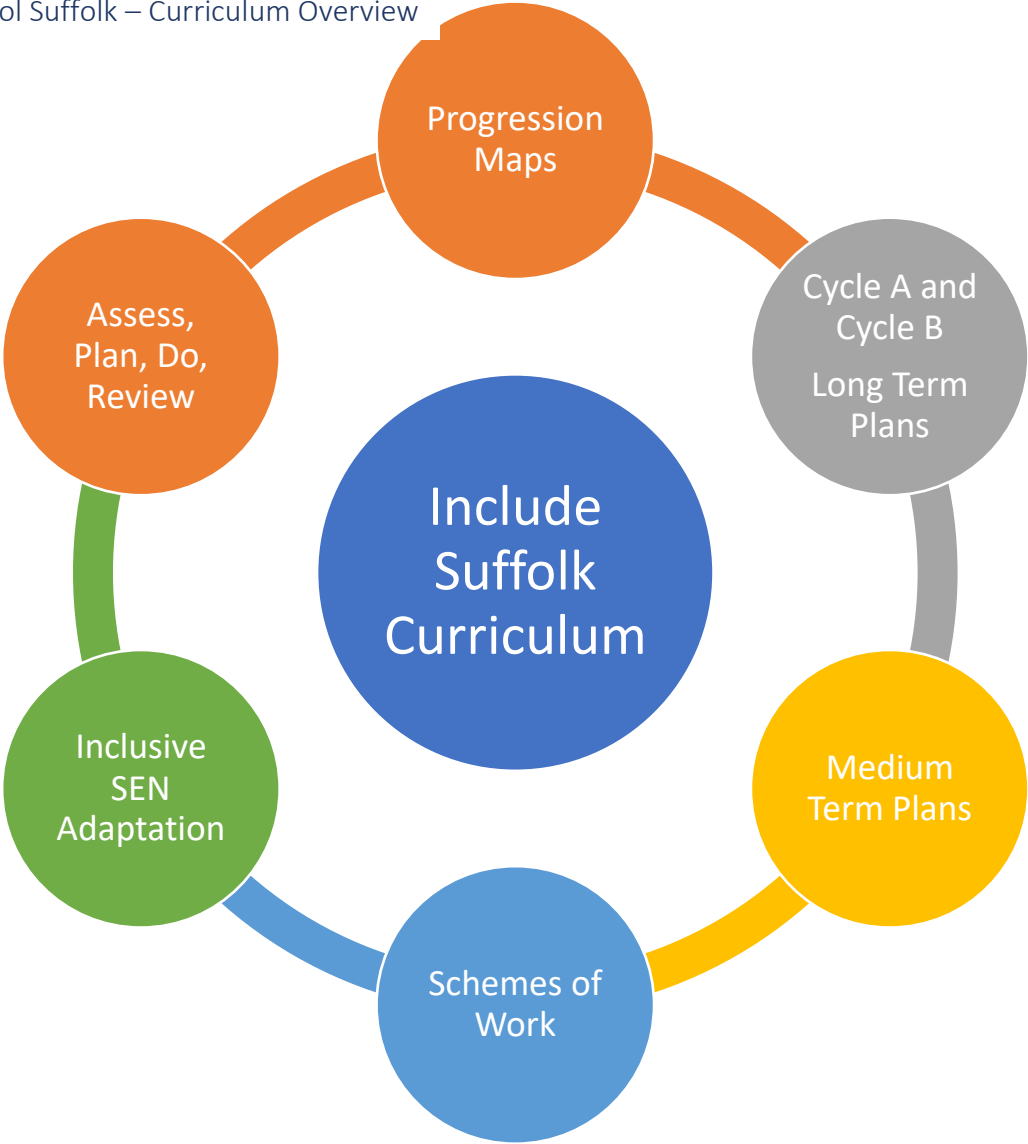
Appendix 2: Catch 22 Include Primary School Suffolk – Curriculum Overview

Assessment:

- Insight: formative assessment which tracks attainment against curriculum objectives
[Insight | Online Pupil Tracking for Primary Schools \(insighttracking.com\)](#)
- Read, Write, Inc Reading Assessments
- Summative Assessments used termly to gain qualitative data:
 - New Group Reading Test
 - Sandwells Numeracy
 - British Spelling Test Series

Classroom interventions informed by:

Boxall strategies
Nurture Groups
PECS (Widgets)
Trauma informed
RWI/ Fresh Start
Precision Teaching



Planning Documents:

Progression maps:

- Literacy: Read, Write, Inc – Reading and first steps to writing
- Maths: White Rose Maths/ Numicon
- Foundation subjects: Twinkl

2-year cycle: A and B (pupils should be progressing onto next key stage after 2 years)

Long term plans: overview of 6 topics and what is covered in each subject

Medium Term plans: progression steps within the half termly topics

Schemes of work: Weekly in-depth planning of lessons (collaboratively across sites)

SEN Adaptation: adapting lesson plans to meet individual needs in the classroom

Assess, plan, do, review: Analysis assessment information and planning for individuals not making progress.

Annex 1: Equality Impact Assessment

1. Summary

This EIA is for:	Curriculum Policy
EIA completed by:	Head of Quality of Education
Date of assessment:	26 April 2021
Assessment approved by:	Education SLT

Catch22 is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. Whilst currently only public bodies are legally required to complete EIAs under the Equality Act 2010, Catch22 has adopted the process in line with its commitment to continually improve our equality performance.

Policy owners are required to complete or review the assessment indicating whether the policy has a positive, neutral or negative impact for people who it applies to and who share one or more of the 9 protected characteristics under the Equality Act 2010.

Definitions are based on the Equality & Human Rights (EHRC) guidance.

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of this policy have been fully considered and addressed, whether or not people share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Please give details including any mitigation for negative impacts
Age Does this policy impact on any particular age groups or people of a certain age?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of age. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their age.
Disability Does this policy impact on people who have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of any disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of any disability.
Gender reassignment (transsexual, transgender, trans) Does this policy impact on people who are transitioning from one gender to another (at any stage)	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their gender at any given time. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their gender.
Marriage and civil partnership Does this policy impact on people who are legally married or in a civil partnership?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of marital status. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their marital status.
Pregnancy and maternity (in work this is linked to maternity leave, non-work this is for 26 weeks after giving birth) Does this policy impact on people who are pregnant or in their maternity period	☐	☒	☐	It is not considered that the policy positive or negatively impacts on pregnant women or on staff on maternity or paternity leave.

following the birth of their child?				
Race Does this policy impact on people as defined by their race, colour and nationality (including citizenship) ethnic or national origins	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their race, origin, colour or nationality. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Religion and belief Does this policy impact on people who practice a particular religion or none, or who hold particular religious or philosophical belief or none?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of religion or beliefs. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Sex Does this policy impact on people because they are male or female?	☐	☒	☐	The policy applies equally to all members of staff and pupils regardless of their sex. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sex.
Sexual orientation Does this policy impact on people who are sexually attracted towards their own sex, the opposite sex or to both sexes?	☐	☒	☐	The policy applies equally to all staff and pupils regardless of their sexual orientation. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on members of staff or pupils because of their sexual orientation.

3. More information/notes