

Intent							
Cayton School Vision	“To deliver the highest standards enabling children and adults to grow, learn and work together where laughter, respect, trust and harmony are highly valued”						
Cayton School Values	Happy and Harmonious	Confident and Caring	Lively and Life-Long-Learning	Successful and Secure	Proud and Positive	Challenge and Commitment	
Why Cayton School Curriculum is unique	We have written our curriculum with a strong emphasis towards Local: Community, History, Geography, Culture and Faith	Our Curriculum has a rich knowledge base and strong skills development	A strong emphasis on vocabulary allows children to learn and apply words in a variety of contexts	Cultural Capital opportunities support children to accomplish the very best they can be	PSHE is a thread that runs throughout our Curriculum	We have written the Curriculum to support children to develop lively, enquiring and creative minds	We understand the importance of a healthy body, healthy mind which is prioritised throughout our Curriculum
Intent	Our overriding belief at Cayton School is that our role as Educators is to ensure children are prepared for the future and have the skills to be life long, curious learners. We passionately believe that life skills as well as academic success is vitally important. Our curriculum is designed to ensure life-long learners who are kind, confident and successful. Our designing of our bespoke curriculum was underpinned by evidence and research in order to challenge thinking and encourage enquiry.						
Cayton Awards Culture	C - Courage	A - Achievement	Y – Your Actions	T - Tolerance	O – Our World	N - Nurturing	
Implementation							
Delivering the Curriculum	A whole school, topic based approach	A strong emphasis on positive behaviour through Cayton Awards	A whole school approach to PSHE	Opportunities for collaborative and shared work	The importance of Reading is implemented throughout our Curriculum offer	Every child has a Cayton, Cultural, Capital, Citizenship Passport throughout school	
Evidence Based Research	Metacognition 'learning to learn' using scaffolding strategies EEF evidence	Language skills at the centre of Quality First Teaching Rose Report/ EEF		English Curriculum delivery has a strong emphasis on vocabulary and reading Reading spine Doug Lemov	The power of 'empowerment' Dr Raj Persaud/ Hertzog Performance=Skills x Motivation		
Pedagogy	Importance of staff well-being	Emphasis on continued professional empowerment Abraham Maslow's Hierarchy of Needs	Monitoring and coaching supporting good practice throughout school	Golden thread supporting school development	Positive culture of fairness and equality	Strong 'Safeguarding' culture throughout school	A welcoming, supportive and inclusive school at the heart of everything we do
Processes and Procedures	A strong focus on assessment for learning throughout school	Training and empowerment of subject leaders to lead their subjects		Clear guidance and structure in teaching core subjects	Robust assessment of core and foundation subjects throughout school	Clear rules and routines set out to support all children	
Implementation	Professional Development and Empowerment of staff supports pedagogical theories and research and equips all teachers to confidently deliver and implement the Curriculum. We implement clear structures and teaching sequences, which underpin the teaching of Reading, Writing and Mathematics. The whole curriculum is taught through 'Metacognitive' pedagogy which encourages children to 'learn to learn' and self-regulate, thus enabling them to question their learning.						
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Impact							
What 'success' looks like at Cayton School	Children develop self-confidence and self-esteem	High Quality Outcomes for all children based on their starting points		Strong feeling of Community	A rich and diverse school culture	Children prepared for life-long learning	
Ambition	Children and adults are proud of themselves and proud to be part of the Cayton Community	Progress and attainment at each Key Stage shows outcomes as being above the 'National Average'		Children and adults are kind, courteous and confident	Adults are a positive role model in all that they do and say	Children are self -regulated in their learning and take responsibility for their actions	
Evidence	Outcomes at each stage of learning	Pupil and staff voice		Impact of school development priorities	Stakeholder feedback	Formal and Informal assessments	A positive Cayton Awards Culture throughout school
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