

*St Edmund's Catholic Primary School*



*St Joseph's Catholic Primary School*

## CURRICULUM POLICY

**Policy Adopted: Autumn 2015**

**Reviewed: Spring 2022**

**Review Date: Spring 2025**



## **Rationale:**

The curriculum is made up of all the activities that the school undertakes in order to promote learning, personal growth and development. The curriculum is the means by which the school achieves its primary goal of educating children in the knowledge, skills and understanding needed to lead a fulfilling and productive life.

As a Christian, Catholic school it includes all the formal requirements of the National Curriculum, but also the extra curricular activities and the practise of our faith which we consider to be of equal importance. At St Edmund's & St Joseph's we feel that the children learn as much from the way they are treated and the expectations we have of their behaviour as Christians, as from the formal curriculum. Our curriculum is underpinned by the beliefs we share as Christians and the desire to worship God in everything we do. At St Edmund's, the Rights of the Child are used to promote understanding of our responsibilities to our global community. At St Joseph's, the Mini-Vinnies programme allows pupils to develop their understanding of respect for others and taking responsibility for our community.

## **Aims:**

Through the provision of a broad and balanced curriculum focused on the acquisition of knowledge and understanding, St Edmund's & St Joseph's aims to be a community where:

- every child is valued as an individual loved uniquely by God
- love, justice and compassion are at the centre of our school
- all are encouraged and supported to grow closer to God through the development of their faith
- all pupils achieve excellence and enjoyment through learning more
- cultural understanding and global responsibility is developed
- each individual can make a positive contribution to the school and wider community.

## **Guidance:**

The curriculum is planned using a **Whole School Curriculum Map** which provides an overview of the units of work to be taught each term, in each year group. This ensures progression of knowledge and understanding within each subject and through year groups. The head of School is responsible alongside subject leaders for the design and review of the whole school curriculum mapping including allocation of National Curriculum units of work and school based programmes e.g. Alan Peat Sentences, Rising Star Maths, Target Maths, Ninja Maths, Mathletics and Timetables rockstars, specified whole class reading books and Accelerated Reader, Talk4Writing, SoundsWrite Phonics and Language Continuums, The Way, The Truth and The Life, Come and See, Journey in Love, Collins History and Geography Schemes, CUSP Science (TS3)

The **medium term plans** detail the learning intentions for each unit of work, each half term. At St Edmund's and St Joseph's we base our planning on key stage 1 and 2

on the National Curriculum programmes of study supported by high quality published schemes . Religious Education is taught using the diocesan approved scheme of work supplemented by other resources from Catholic Truth Society.

The class teacher produces the medium term plan and knowledge organisers with advice from the subject leader. Foundation subjects are planned in blocks of two - three weeks. Thematic approaches are used to enhance learning opportunities where possible and identify real contexts for learning which culminate in a presentation of learning for an audience beyond the classroom. A display of high quality published work reflecting whole school learning is mounted in the corridor each term and teacher's plan for this exhibition of learning.

Wherever possible the curriculum should reflect the underpinning principles that learning is motivating, creative and challenging; involves academic, social and emotional development and should enable children to become resilient, confident and independent. These aspects are exemplified by the Learning Characteristics, which are also explicitly planned for, and highlighted at the beginning of each week by school councillors in Assembly and referenced in teaching throughout the week.

The curriculum maps and knowledge organisers are available on the school website. KOs are used to support learning at home and for retrieval practice to aid memory of key concepts. (TS3)

**Short-term plans** identify the specific learning intentions for a sequence of lessons with reference to particular groups of children. They detail the quality first teaching to account for differing abilities and vulnerable groups, the resources to be used and the role of additional adults within the classroom. Cross-curricular links are exploited where possible and previous learning is retrieved and practiced in a new context to aid mastery. The class teacher produces the short-term plans. These are shared with parents via the Learning Intentions sent home each week. (TS4 & 5)

In the Early Years **Foundation Stage** the curriculum is planned with reference to the Early Years Foundation Stage Curriculum and is organised on a themed basis. The use of purposeful play is a key principle in the planning and delivery of the curriculum in the Foundation Stage. Planning reflects a range of child initiated, adult directed and adult focused activities. (TS3, 4 & 5)

**Whole school enrichment activities** take place periodically throughout the year. There are designed to enhance pupils' cultural capital by providing opportunities to experience activities that may not otherwise be available to all pupils. (e.g. professional artist, dance lessons, theatre performance). During these learning opportunities, children may work in house teams, year groups, or vertical family groups, with different teachers and year groups. The themes reflect important events in the life of the school (St Edmund's Week, St Joseph's Week) or national events (Science week, Anti Bullying week) or priorities within the school improvement plan (RRS, No Pens). Subject leaders will take responsibility for organising these events including liaison with outside agencies, visits and visitors as appropriate. (TS3 & 8)

**Assessment** takes place in accordance with the school's assessment policy (TS6)

**Monitoring and Evaluation:**

The governing body is responsible for the monitoring and evaluation of the curriculum, the quality of teaching and learning and standards of achievement. Members of the governing body attend pupil progress meetings in order to carry out this responsibility. Named governors have responsibility for English, Maths, and Inclusion and RE. They liaise with the subject leaders of these areas at least twice per year and monitor these areas closely.

The Head of School is responsible for the day-to-day management of the curriculum, the organisation of the school day and year groups in consultation with the Executive Head. The subject team monitors and evaluates medium and short term planning to ensure the requirements of the National Curriculum are met. The Executive Head, Head of School and subject leaders will provide reports for Governors to enable them to carry out their statutory role.

Subject leaders monitor and evaluate long, medium and short term plans to ensure their subject area is taught appropriately throughout the school, resources are used effectively and standards of teaching and learning are maintained and improved. The Subject Leaders audit tool (including Pupil Book Scrutiny) is used to inform subject development plans. Subject Leaders Files on share-point are used to store information relating to their subject with colleagues and governors.

**Inclusion:**

Special Educational Needs and Disability (SEND) provision is made in accordance with the Code of Practice, the school's Inclusion policy, Disability Discrimination Scheme and Equal Opportunities policy. It is the responsibility of the class teacher with the support of the SEND leader to ensure the curriculum meets the needs of all pupils. Wherever possible support is provided within the classroom and withdrawal is time limited for specific focused activities. If the need goes beyond the resources available within the school, advice and support will be sought from external agencies. Children for whom additional support is thought necessary will have provision maps detailing their needs and the way the school intends to meet the need. (TS5)

**Home school Partnership:**

St Edmund's and St Joseph's works in partnership with parents and recognises their role as the primary educators of their child. Learning Conversations are held each term so that parents are kept fully informed of their child's progress. Children are part of this conversation so they have the opportunity to contribute to the discussion of strengths and areas for improvement. (TS8)

Parents of children with Special Educational Needs and Disabilities will be involved at every stage of the assessment and have the opportunity to contribute regularly to reviews of their child's progress.

Informal communication is encouraged through an 'open door' policy. Drop-ins (COVID restrictions permitting) are held each half term when parents come into the classroom to work alongside their child. Class teachers to use this as an opportunity to communicate expectations and help parents understand some of the more challenging

areas of the curriculum. Tapestry is used in EYFS to aid communication and celebrate home learning.

Activities and expectations for learning at home are detailed in the Home Learning Policy. (TS 4) Home Learning is supported by the use of Mathletics, and Times-tables Rock stars. Class teachers are expected to monitor use and provide time for pupils to access it, if they cannot do so at home. Year group and individual usage of both of these programmes and Accelerated Reader are celebrated in whole school assemblies too. Opportunities to use these programmes and Accelerated Reader can also be provided as part of early morning work or as independent task during English and Maths sessions.

Statutory vocabulary lists are in place for every year group and must be used to support the learning of spelling. These will be assessed using dictations from the spelling scheme.

Key maths facts to aid fluency e.g. times tables, number stories are learnt so they can be reproduced automatically and assessed on a regular basis during 'Magic 10' sessions.

SATs style work books are also use in relevant year groups. KOs are available on the website at the start of each unit and teachers provide guidance for parents on how to use them at home to support learning.

### **Equal Opportunities:**

The curriculum is planned to ensure equality of opportunity irrespective of gender, race, culture or religion. It is the responsibility of subject leaders to ensure the curriculum and resources used promote respect for British Values and understanding of the multi-cultural and multi-faith society in which we live. (TS5 & professional Conduct)

### **Health & Safety:**

It is the responsibility of every member of staff to have due care for Health & Safety in the planning, organisation and delivery of the curriculum. The governors and headteacher undertake a health & safety audit on an annual basis. Risk assessments of individual activities should be undertaken by the member of staff responsible for the organisation of the activities with advice from the Headteacher or LA officer as appropriate. (TS 1 & 7)