

St Joseph's Catholic Primary, Bishop's Stortford, CM23 2NL

CURRICULUM POLICY

"Live, love and learn in a caring Christian Community"

1. Introduction

The curriculum refers to all the planned activities that we organise in order to promote learning and personal growth and development. It includes Religious Education, the requirements of the National Curriculum and also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge, understanding and skills, so that every child can achieve their true potential. This policy must be read in conjunction with all other school policies.

1.1 Curriculum Intent

- We provide children with a broad and balanced curriculum in which they receive quality learning experiences across all subjects of the National Curriculum, with 10% of our teaching time dedicated to Religious Education.
- When developing our curriculum, we focus on ensuring that the learning experiences that we plan for the children reflect their cultural capital in addition to fulfilling the programmes of study outlined in the National Curriculum document.
- We ensure that our curriculum has strong and relevant links to our Catholic faith, our local community and provides opportunities to acknowledge and celebrate contributions from individuals and groups of BAME backgrounds.
- The intent of each individual subject is evident in the long, medium and short term planning and the subject SEF.

1.2 Curriculum Implementation

- For each individual subject, teachers develop long, medium and short term plans within their year group/phase of the school to ensure consistency.
- Religious Education receives 10% of our teaching time, and English (including phonics in EYFS and KS1) and Maths are taught daily.
- Foundation subjects are blocked in KS1 and KS2 as we feel that this provides the best opportunities for the pupils to rehearse, practise and develop their skills.
- The EYFS curriculum follows the EYFS framework and focuses on the individual interests of the children.
- Relevant and meaningful cross-curricular links are made both within and across subjects.
- Pupils' knowledge, understanding and skills are assessed through ongoing formative assessment, and through termly summative assessment.
- The implementation of each individual subject is evident in the subject SEF.

1.3 Impact of the Curriculum

- The impact of our curriculum is evaluated by SLT and the relevant subject leader teams and governors through the following: lesson observations; learning walks; pupil, staff, parent and governor voice questionnaires; analysis of summative assessment data; scrutiny of planning and pupils' books.

- Subject leader teams regularly update their subject action plans and SEFs to reflect current practice and to detail strengths and areas for development.
- Governors are kept informed of the impact of individual subjects via bi-annual reports to the Curriculum Committee.
- Impact for individual subjects is evident in subject SEFs.

2. Values

Each child is unique and comes with their own gifts of the Holy Spirit to develop and to share with others. We aim to draw out these gifts and help the children value each other and their opinions and accept and appreciate that everyone has something to offer.

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and that we should care for it for future generations, as well as our own.

3. Curriculum Entitlement

3.1 All pupils have equal access to the whole curriculum – Foundation Stage, Key Stage 1 and 2; when planning the curriculum we will ensure that:

- It celebrates our Catholicity and identifies us as a Catholic school.
- It draws on and recognises the value of linguistic, religious, cultural and ethnic diversity within our community and that it presents positive images to our pupils.
- We cater for the needs of all pupils.
- It recognises and plans for the needs of all pupils including those with special needs and the most able pupils.
- We use available resources effectively to meet the individual needs of all pupils.

3.2 In particular all pupils will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the National Curriculum and Early Years Foundation Stage framework.
- be shown respect as learners and individuals.
- have planned opportunities to develop their literacy and numeracy skills.
- have opportunities to develop an understanding of the significance of ICT and how it will affect their lives.
- experience a programme of personal, social and health education and citizenship in addition to relationships, sex and health education.
- experience a programme of social, spiritual, moral and cultural development
- receive accurate and helpful feedback from teachers and how well they are doing at school, including ways of improving their work and guidance in setting targets.

- have a record of curriculum achievements based on observation and discussion with them and their parents or carers and recorded in a way that is valuable for pupils, their families and their receiving schools
- participate in a variety of activities that enrich the curriculum, for example visits, residential experiences, performances, sports and arts.
- be set appropriate homework, for example, reading and spelling, on a regular basis
- have opportunities to learn to swim in Key Stage 2
- have the opportunity to go on one residential trip in Year 6
- have opportunities to take part in a performance each year
- work in a learning environment that is safe, secure, exciting and stimulating.

In addition, pupils with English as an additional language (EAL) are entitled to:

- an assessment of their needs to ensure specific planning by class teachers and additional support staff

In addition, pupils with special educational needs - be it for support or extension - are entitled to:

- development and tailoring of the curriculum to meet their differing needs
- additional support within lessons, where appropriate
- additional meetings with parents/professionals to review progress, including celebrating successes and setting future targets.

4. Curriculum Organisation

4.1 The Foundation Stage follow The Early Years Foundation Stage (EYFS) framework, produced by the DfE, which sets the standards for learning and development of children from birth to five years.

4.2 Key Stage 1 and 2 deliver the National Curriculum and, wherever possible, meaningful cross-curricular links are made.

5. Roles and responsibilities

5.1 The Headteacher will ensure that all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. In addition, the Headteacher's responsibilities include:

- deciding how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- ensuring the amount of time provided for teaching the curriculum is adequate and is regularly reviewed
- the procedures for assessment in order to meet all legal requirements
- ensuring an annual report is provided so that pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- fully involving the governing body in decision-making processes that relate to the breadth and balance of the curriculum
- advising the Governing Body on statutory targets in order to support the making informed decisions.

5.2 Staff will ensure that the school curriculum is implemented in accordance with this policy. Each member of teaching staff, with the exception of ECTs, will join one of the subject leader teams. Our subjects have been grouped as follows:

Religious Education and RSHE

English, including phonics

Maths

Science, Design and Technology and Computing
History, Geography and PE
Art and Design, Music, PSHE&C and MFL

There is a group of teachers responsible for each set of subjects, including teachers from each phase of the school.

Subject Leader Teams will:

- Provide a strategic lead and direction for the subject, based on thorough monitoring of the quality of teaching and learning within their subjects through regular lesson observations, learning walks, pupil voice questionnaires, staff voice questionnaires, assessment data, scrutiny of planning and pupils' books;
- Regularly update the SEF to reflect current practice;
- Support and offer advice to colleagues on issues related to the subject;
- Provide efficient resource management for the subject;
- Meet regularly with subject link governors to arrange classroom visits and to keep them abreast with developments in their subjects;
- Provide a detailed report bi-annually to the Governors' Curriculum Committee to share the following information: current standards of teaching and learning within the subject, including attainment and progress for vulnerable pupils; SEF; current and future planned actions; and progress towards previously agreed actions.

It is the role of each subject leader team to keep up to date with developments in their subject, at both national and local level. They review the learning of the subject within the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader team reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that clear progression is planned for. The subject leader team also keeps a portfolio of children's work, which they use to demonstrate the achievements of children at each key stage and to give examples of expectations of attainment.

5.3 The Governing Body will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting targets
- progress towards targets is monitored
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

6 . Monitoring and Review

6.1 Our Governing Body's Curriculum Committee is responsible for monitoring the way in which the curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

6.2 We have named governors for core subjects, subject teams and SEN/Inclusion. The governors liaise with the headteacher and subject leaders of these areas, and monitor closely the way the school teaches these subjects.

6.3 The Headteacher will update the Governing Body on standards and achievements across the school within their report to the Governing Body or as a specific agenda item.