

CURRICULUM POLICY

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

1. Introduction

The curriculum is 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 and skills, so that they achieve their true potential.

This policy must be read in conjunction with all other school policies.

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 these with special needs, gifted and talented 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
- 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 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, stimulating and clean

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 of the curriculum to meet their differing needs
- additional support within lessons where possible
- additional meetings with parents/professionals to set targets review progress and generally work together.

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 delivers the National Curriculum and, wherever possible, 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:

- 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 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 make informed decisions.

5.2 Staff will ensure that the school curriculum is implemented in accordance with this policy.

As Subject Leaders, they will:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Provide efficient resource management for the subject.

It is the role of each subject leader 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 reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned for. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

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.

ACJ Feb 2019