ST MARY'S CATHOLIC PRIMARY SCHOOL

Curriculum Policy

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1. Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required 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
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The headteacher is the Curriculum Leader who delegates to subject leaders. The following subjects have a curriculum lead:

Maths	RHE
English	History
Phonics	Geography
RE	Art
Science	DT
PE	Music
Computing	MFL (Spanish)

4. Organisation and planning

Our Curriculum Intent

St Mary's Catholic Primary School is passionate about giving children the best possible to start to life and enabling them to 'Let Their Light Shine.' The school prepares children to be life-long learners who achieve their unique God-given potential. Teachers work hard to inspire children with a broad, balanced and relevant curriculum, matched to their needs and interests. In this way children develop a thirst for learning and become independent thinkers – key skills for life in Modern Britain.

Our intent is to move children towards a deep level of understanding in every subject area so that they are able to use and apply skills and knowledge in different areas. The curriculum has been constructed so that

key knowledge, skills and concepts are built upon secure prior learning. This begins with the crucial Foundation Stage which creates a solid bedrock of knowledge and skills upon which to springboard from.

Catholic Ethos

The school aims for children to leave with a love of God, strong values and respect for one other. This is done by ensuring the Catholic ethos is at the core of the curriculum. This helps children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. The school has excellent links with the Parish community. All classes undertake a range of charitable acts and outreach work in the local and wider community so that children see themselves as part of the community and develop social responsibility.

Key Literacy/Numeracy skills

The driving force of the curriculum is reading. The school aims to get all children reading fluently as quickly as possible, to open the reading gateway to the rest of the curriculum. The school intends to develop a love of reading and a passion for books by providing opportunities to read a wide range of genres for different purposes.

The school prepares children as world citizens of the 21st Century. In order for this to be achieved, children need high levels of literacy and numeracy. Therefore, emphasis is placed on quality first teaching for all our pupils with daily maths and English lessons where all pupils receive the appropriate amount of support and challenge to allow them to make progress.

Growth Mindset

The school aims for children leave to as lifelong learners who are resilient in their approach, are responsible citizens and show independence in their attitude. The school is determined that every child succeeds and fulfils their God-given potential and so they instil in children a belief in a Growth Mindset. This is the idea that their most basic abilities can be developed through dedication and hard work. The Growth Mindset idea creates a love of learning and a resilience that helps children achieve highly. Through the focus on Growth Mindset, children develop high aspirations so they have confidence to set themselves goals and achieve them. It enables them to develop skills such as positivity, resourcefulness, independence, resilience and endeavour. Through the curriculum, children encounter positive role models and develop new skills, which not only inspires them to be high-achieving academically but also empowers them in their choices later in life. The school motto is ‘Let Your Light Shine’ and this is lived out daily in school. All children are encouraged to nurture their individual God-given talents and to achieve their true potential.

Healthy Mind and Body

High value is placed on children’s health and wellbeing so that they grow up to have healthy minds and bodies. PE has a high profile meaning that children are regularly active throughout the week and have opportunities to compete in a wide range of sports. This increases confidence in pupils and develops life skills such as teamwork, determination, perseverance and the ability to deal with losing. Mindfulness is practised so children develop an understanding of their own mental health requirements.

Memorable and Engaging

St Mary’s curriculum is designed to give children opportunities to think and talk through the use of Kagan strategies. This allows the school to develop co-operative learning, achieving active engagement and equal participation by all children across the curriculum. This makes learning fun and develops children’s social skills.

Children are encouraged to make links and transfer their skills and knowledge from one curriculum area to another.

Thinking Maps are used to help children visualise their thinking and create concrete images of abstract thoughts. This enables the children to reach higher levels of critical and creative thinking. It helps them to organise their thoughts and structure their writing across a range of subjects. A wide range of ‘hooks’, educational visits, visitors in to school and exciting theme days ensure children’s learning is memorable and engaging.

'Retrieval Practice' strategies are implemented to achieve our ultimate aim to make learning stick so that children know more and remember more.

Our curriculum addresses all the requirements of the 2014 National Curriculum and is designed to allow children to live out our mission statement, ‘Let Your Light Shine’.

Our Curriculum Implementation

Subject Leaders ensure that all subjects are planned for a progression of knowledge and skills starting in Early Years and going through to Year 6.

Some subjects use schemes such as:

Phonics: Read Write Inc

RHE: Kapow

RE: Magister

Spanish: Primary Languages Network

Computing: NCCE Teach Computing

Music: Kapow

Geography: Kapow

PE: Striver

In English, reading and writing is planned and delivered through quality texts and a range of other stimuli such as videos and wordless books. This exposes children to a wide range of authors and genres, vocabulary and written styles.

The History, DT, Art and Science curriculum has been carefully written by subject leaders to address National Curriculum requirements.

More information on each subject can be found on our website:

https://www.st-marys.derbyshire.sch.uk/curriculum/subjects

The Shine Curriculum

St Mary’s Shine Curriculum is a bespoke personal development programme which enriches the National Curriculum and develops the school vision and values. It is based on the school motto ‘Let Your Light Shine’.

The Shine Curriculum helps children to develop their social and moral code, as they build their sense of uniqueness and self-worth as an individual. It prepares them to be active and respectful members of the community and develop social responsibility. It helps us to create children who are resilient in their approach, are responsible citizens and show independence in their attitude. In this way, we are able to drive children towards our school vision.

Planning expectations

Long term plans should show the topics taught for each subject and the term they will be taught in. This ensures coverage of all curriculum areas. These should be shared on the school website.

Medium term planning should outline a clear sequence of skills and knowledge through a topic. It should indicate the vocabulary to be developed through the topic. Planning should be stored v drive so that subject leaders, LSAs and SLT can access it when required. Planning should be saved here: V:\Curriculum\SUBJECT LEADERS

How should I plan?

- Planning must use the agreed school format. This will ensure that all areas are covered.
- Planning be based on the required Age Related Expectations for that subject and the progression of knowledge/skills document (see subject leader).
- Consider what the children need to know/be able to do by the end of the unit.

- Plan a series of lessons that are carefully sequenced to build on each other to get to the required end point.
- Assessment from recent tests or previous marking should be used to inform who will require pre learning and/or additional teacher input.
- Begin the lesson with effective feedback and links to prior learning.
- Integrate retrieval practice strategies so that children are encouraged to know more and remember more.
- Ensure children are challenged at their own level throughout the lesson.
- PPG pupils should be specifically considered ensuring they are well catered for. Consider where they may need to develop cultural capital prior to a topic and liaise with PPG Lead to arrange this.
- Most lessons should have at least one element of Kagan to develop co-operative learning. Most lessons should use a Thinking Map, if possible combinations of maps, to scaffold learning.
- Writing should not be over-scaffolded (children should have freedom to be creative in their writing so that each piece is unique to them and not overly scaffolded by the teacher)
- Children should be involved in some elements of productive struggle.
- Consider what you need to do to make the curriculum accessible for children with SEND.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Visits to school
- Meetings with subject leaders
- Subject leader reports to governors
- Pupil interviews
- Website checks
- Book looks

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book looks
- Pupil interviews

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Feedback Policy
- SEND policy and information report
- Equality information and objectives