

St Michael's Catholic Primary School

Curriculum Policy 2018

With Jesus we can **achieve** what we **dream** and **believe**'

School Mission (Spring 2018)

Rational

At St Michael's Catholic Primary School we have a dedicated team of staff and Governors, who are committed to delivering a broad, exciting and challenging curriculum. As a Catholic Primary School we work within an inclusive, Christian environment, promoting our mission values including Love, Respect, Friendship, and Tolerance. We also promote British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance, throughout our school curriculum. These Christian and British Values permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

St Michael's is a large Catholic Primary School, with a high percentage of children for whom English is an additional language. We are situated close to the city centre and it is within this diverse context that our curriculum has been developed.

Our school is proud to be in the great city of Liverpool and acknowledges its location in many ways. We also embrace the rich and diverse cultural background from which our children come from. Learning is based on the principles of mutual respect, responsibility and enquiry based learning, which promote curiosity and embed the application of basic skills across the curriculum and allow writing to be meaningfully embedded.

We plan our curriculum to ensure that it has sufficient breadth, balance and relevance for each child. We use the Learning Challenge Curriculum as this approach secures greater learner involvement, builds on children's prior knowledge and helps them to develop into creative, confident learners who are keen to take risks, collaborate and persevere. It is these qualities which we feel are vital for success in life as well as learning.

1. Introduction

The curriculum is all the planned activities that we as school organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises to enrich the experience of our 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

2. Values

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 objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilled lives.

These are the main values of the school, upon which we have based our school 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 all 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 of 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 aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum (2014) and the Catholic RE programme 'Come and See'
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.
- to enable children to practice their Maths and English skills across other subject areas

4. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to4

Each year group has a long-term plan. This indicates what topics and National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricula approach to enable 'joined up/purposeful' learning to take place. We have reviewed our long term plan to ensure coverage across the Key Stages. A number of Topic enhancement opportunities are identified within this long term plan, including opportunities to celebrate the children's achievements throughout the year. These plans were developed in consultation with the children, and there is a degree of flexibility, to enable teachers to develop role play areas and wow events, in consultation with their class. An overview of the topics taught can be found in Appendix 1. Each topic title takes the form of a question, this provocation is intended to stimulate discussion and provoke enthusiasm from learners to find out more.

With our medium term-plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives begin taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short term plans are those that our teachers write on a weekly basis. We use these to set out our learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different

abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curricula, and there is planned progression in all curriculum areas. We believe it is important to plan creative and stimulating lessons and teachers use a variety of interesting hooks, to engage the children in their learning, including, visiting speakers, trips in the local environment and wider city.

5. Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the children have been consulted and advice has been sought from external agencies, i.e. Education Psychologist.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances the teacher is able to provide resource and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

The school uses PIVATS for each of the children who are on the special needs register. This sets out the next steps for each child in each area of learning. This will then become part of the child's individual plan, which will also highlight the child's strengths and area for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

6. The Early Years Foundation Stage

The curriculum that we teach in the Nursery and reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. The Nursery and reception classes use Read, Write, Inc, as a phonic and handwriting scheme and a small number of children who are unable to access this use 'Jolly Phonics' We use the Oxford Reading Tree scheme, along with Bug Club, which the children can access online to support reading.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the reception classes builds upon the experiences of the children from their pre-school learning.

During the children's first term in the Foundation Stage, their class teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during their first year in school.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We also invite parents in on a regular basis, to engage with the children, during 'Stay and Play' and 'Story Time' sessions, as well as inviting parent to join us on educational trips out.

7. Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communicating;
- improving own learning and performance
- problem-solving and creativity;

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their full potential.

8. The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders leadership time, at least one day per term, so that they can conduct key leadership duties involved with their role. 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 way the subject is taught in 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. They must then monitor and review this on a regular basis, by conducting book scrutiny, learning walks and through discussion with both pupils and staff. This will then inform future planning.

9. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and managed.

