

St Michael's Catholic Primary School

Curriculum Policy 2021

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

School Mission

Rationale

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, caring 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.

Curriculum Intent

At St. Michael's, our curriculum ensures full coverage of the national curriculum. Our intent is that all children reach national standards so that they are fully prepared for the next phase of their education. We are committed to ensuring that every child leaves St. Michael's as a competent reader, thus reading is at the core of our entire curriculum and we actively maximise opportunities for reading across all subject areas. Our children are steeped in rich and aspirational vocabulary which allows them to access the full curriculum and articulate their learning. Learning is coherently sequenced, building upon children's prior knowledge and facilitating them to make links and build schema, thus knowing more and remembering more. The design has a clear focus on crucial knowledge which, once secure, children are then able to independently apply to a range of learning contexts to deepen their understanding.

St. Michael's distinct core themes that underpin our curriculum are **equality, diversity** and **aspirations**. We firmly believe that these values reflect and represent our school family, and are crucial for our children to successfully develop in their journey through life. Children will learn about their right to equality, embrace diversity and be ignited to aspire and achieve what they dream and believe. Staff nurture and celebrate children's talents, providing them with a plethora of experiences and opportunities which they would not ordinarily receive outside of

school, instilling a life-long love for learning.

We recognise and value the important role which parents and carers play in their child's education. By enhancing partnerships and working closely with our families, we can effectively equip them to support their child's learning.

Implementation

Our curriculum is implemented through bespoke, high-quality long-term and medium-term plans, crafted by subject leaders with the support of the curriculum leadership team. All plans ensure full national curriculum coverage and include:

- sequential learning
- core vocabulary
- opportunities for reading
- relevant and engaging learning activities
- regular opportunities for challenge
- application of knowledge and skills to a wider context
- a pre-learning task to assess prior knowledge and inform subsequent teaching
- a post-learning task to demonstrate children's acquired knowledge from the topic

Our whole-school teaching and learning approach is rooted around Rosenshine's Principles of Effective Instructions. This offers pupils a consistent, research-informed style of teaching to secure meaningful learning and age-related outcomes. Our leadership team recognises the importance of high-quality CPD with a proven track record for success that will directly address our school improvement journey. All staff have been provided with an extensive professional development programme, with a particular focus on our teaching and learning approach, with the ultimate aim of improving pupil outcomes. All subject leads take an active role in driving their subject forwards successfully, developing a strong subject knowledge to become experts in their curriculum area.

We firmly believe that assessment is a driver for effective teaching. Staff regularly use diagnostic, formative assessment and feedback to inform future planning and identify pupils who require additional precision teaching to move their learning on. Summative assessments capture pupils' attainment and progress at key points throughout the year.

Impact

Being able to measure the impact of our curriculum is critical to its success. By summarising attainment and progress made by pupils, along with using the data to refine and improve our curriculum provision, we ensure that our pupils are receiving a high-quality education. We will measure impact by monitoring teaching and learning. This will include:

- pupil voice to articulate learning
- professional discussions with staff
- looking at pupils' books
- analysis of data (both internal and published)
- formal lesson observations
- informal learning walks
- implementing a coaching programme
- a focus on displays and learning environments
- monitoring planning, marking and feedback

We will use the outcomes of our monitoring to summarise the impact of our curriculum to date and inform future actions for development. The leadership team and subject leaders will be responsible and accountable for measuring the impact and reporting to governors.

1. Introduction

The curriculum is all the planned activities that we as a 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 reach national standards so that they are fully

prepared for the next phase of their education.

- to enable all children to become competent readers, so that they can access the full curriculum, develop a broad vocabulary and enjoy a wide range of books
- 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 Math's 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

The long term plans map out the coverage of the National Curriculum, ensuring that children's knowledge is built upon from previous learning.

Detailed medium term plans have been crafted by subject leaders to meet the requirements of the National Curriculum.

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. All teachers also use a 'Marking and Feedback book' which supports staff to reflect on each lesson and tailor the next lesson to the individual needs of each child.

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. We use the Bug Club and Rising Stars books along with Oxford Reading Tree, 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.

Date Approved by Governing Body: 16/03/2021

Chair Governors: Jeanette Riley

Headteacher: Alyson Rigby

Next Review Date: March 2023