

# ST MONICA'S CATHOLIC PRIMARY SCHOOL CURRICULUM POLICY

**"Strive to succeed in the presence of God"**

**Together** as a Catholic community **Everyone** – children, parents, staff and parish, **Achieves** in their own unique way and strives to be **More** like Jesus

## INTRODUCTION

The school's principal aim is to fulfil the potential of each individual child; academically, socially, emotionally, spiritually and physically. The school meets the statutory requirements of the national curriculum and guidance from the Diocese for the teaching of Religious Education. The class teachers plan a broad, balanced and relevant curriculum which develops each individual child according to their age and ability.

## RELIGIOUS EDUCATION

We consider our main task to be that of sharing our faith in Christ. The message of the Gospels permeates every aspect of school life. The whole school follows units which have been produced by the Diocese of Westminster to link with the Liturgical Year and have been written to complement the 3 year cycle of readings. This scheme concentrates on the development of our Catholic faith as an academic subject, linking aspects that are taught, to scripture, traditions of the church, God in the world around us and our personal experiences. It also includes the teaching of two other faiths per year from the following; Judaism, Islam, Sikhism and Hinduism. 10% of the weekly taught curriculum is allocated to Religious Education. We work closely with St Monica's Parish and strive to make links with other religious traditions. Home, school and parish work together as no one group can easily succeed alone.

## CURRICULUM OVERVIEW

In Reception class, the children also follow the Early Years Foundation Stage (EYFS) Curriculum. There are seven areas of learning. The three Prime Areas are: Communication and Language, Physical Development and Personal, Social and Emotional Development. The four Specific Areas are: Literacy, Mathematical Development, Expressive Art and Design and Understanding the World. At the end of the Foundation Stage year the children are assessed against each area and judged to be at an 'emerging', 'expected' or 'exceeding' level.

All year groups are now following the new national curriculum for all subjects ie English, Maths, Science, Art & Design, Citizenship, Computing, Design & Technology, Geography, History, a modern foreign language (French in Key Stage 2), Music and Physical Education. A programme of Personal, Social and Health Education (PSHE) is also delivered across the school.

## DELIVERY

Whilst certain areas of the curriculum are taught as a discreet or 'stand alone' subject, we endeavour to find links between subjects, for example, Literacy, History & Art. The school promotes the development of topic based approaches as this allows the children to make connections in their learning across a range of subjects. Organisation within classes can vary to suit the task in hand. Children may be taught as a class group, in mixed ability or in ability groups. The precise organisation and delivery of the curriculum is left largely to the discretion of each class teacher within the framework of the general school policies. This is monitored through the Senior Management Team (SMT) monitoring cycle to ensure that statutory requirements are met.

## ASSESSMENT

All children are continually assessed from one lesson to the next, enabling the teacher to plan lessons which match the children's ability. In the Foundation Stage this takes the form of regular observations against the seven areas of learning which are recorded in a special book in photograph and note form.

At the end of Year 2 (Key Stage 1) and Year 6 (Key Stage 2) there are statutory tests known as Standard Assessment Tasks/Tests (SATs). Schools must report the results of these SATs to the Local Authority and the results of the KS2 SATS are published.

In Years 1-6 we are assessing children in reading, writing and maths against the new Age Related Expectations for each year group, from the new curriculum. The PM Benchmarking kit continues to be used to assess reading to support the guided reading groups. There are termly pupil progress meetings with the SMT, SENCO and class staff to monitor and discuss the progress being made by all the children in the school.

There are two formal meetings for parents during the year in the Autumn and Spring terms. Every child receives an end of year report towards the end of the Summer term. All parents have the opportunity to discuss their child's report with the class teacher. At a parent's request and by appointment, teachers will discuss the progress of a child at any additional time during the year. The Headteacher is also available by appointment, to discuss any problem or anxiety.

## **CURRICULUM ENRICHMENT**

We consider that enrichment activities across the curriculum contribute an important part of our pupils' enjoyment and achievement. We offer a varied range of activities that include all curriculum subjects.

School visits or visitors of an educational nature are arranged during the school year for every year group. These are seen as an exciting part of the curriculum, stimulating the children's interests and supporting the work carried out in the classroom. See separate 'School Visits Policy'.

Where a child demonstrates a gift, talent or interest in a particular subject or area, as well as extending their learning opportunities in the classroom, the school seeks to signpost them in the direction of appropriate clubs or opportunities that are outside school time.

## **PARENTAL INVOLVEMENT**

We actively encourage parental involvement and co-operation in the education of the children. Information about what children learn is sent to parents at the beginning of every half term via a "Curriculum Newsletter". Additional information is contained in the weekly Newsletter. From the outset, parental communication is encouraged through the home reading scheme which involves a regular dialogue between parents and teachers. We believe in a reasonable amount of regular homework (outlined in the school's Homework Policy) and parents are asked to become involved in the work their child brings home. Parents are also invited to join their children for class assemblies as well as religious worship.

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This Policy is reviewed annually by the Curriculum Committee of the Governing Body.