

# 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 Margaret Carswell 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, Judaism and Islam. 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 follow the statutory 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 as well as the statutory RSE curriculum.

## INTENT

Our Curriculum aims to:

- Equip the children with the knowledge, skills & values they need to succeed locally, nationally & globally
- Provide a broad and balanced curriculum that meets the needs of all pupils, to enable them to achieve their full potential and make progress in their learning
- Provide a rich 'cultural capital' and address social disadvantage
- Promote the importance of spoken language in pupils' development – linguistically, cognitively and socially and broaden children's vocabulary
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles
- Promote high standards and embed key skills of literacy and numeracy
- Provide opportunities to revisit learning to aid long term memory and apply knowledge and learning in practical ways
- Make learning more meaningful, by putting it into context
- Listen to pupil voice and involve pupils in planning and decision making

- Provide a creative approach to planning and delivery that includes and goes beyond that of the National Curriculum and EYFS Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Promote British Values and pupils' good behaviour and safety and their spiritual, moral, social and cultural development and encourage children to become more active citizens within the school community and beyond
- Prepare children for the next stage of their education.

## **IMPLEMENTATION**

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, RE, Music and Art or perhaps Science and Maths. English and Maths are taught using the Power of Reading and Power Maths respectively.

We have a specialist music teacher and pride ourselves on the musical outcomes achieved by the children in a range of musical instruments as well as singing. The specialist teacher works closely with class teachers to make links with curriculum topics being studied.

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.

Lessons may be taught in the classroom, one of our halls or in the outside area. We are fortunate to have a good sized forest on site and three teachers who are level 3 Forest School trained, with a further 2 whose training is not yet complete.

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.

Curriculum mapping ensures that children build upon previous learning and revisit knowledge to embed it in long-term memory. Each topic begins with an opportunity for recalling prior knowledge and an overview of the main subject discipline. Planning ensures that children are exposed to a wide range of influential individuals and their achievements and that they are increasingly made aware of possible career opportunities following the study of individual subject disciplines.

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify the curriculum for some children, in order to meet their needs, then we do this in consultation with parents. Our school does all it can to meet the needs of individual children with SEND and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need, with the support of the Inclusion Manager. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve appropriate external agencies to support and make recommendations and assessments.

## **IMPACT**

The impact of the Curriculum is initially judged at the end of each teaching unit. The goal is for the majority of pupils to have sustained mastery of the curriculum content and we monitor carefully to ensure pupils are on track to reach the expectations.

All children are continually assessed from one lesson to the next, enabling the teacher to plan lessons which match the children's ability. Teachers provide timely feedback to the children to check on understanding and ensure progress is made. They are continually assessing children's learning against the assessment statements and unit quizzes. Time for retrieval tasks is built in to enable teachers to assess how well the children have retained information. Children's achievements are celebrated regularly through

the school newsletters, school website, displays in classrooms and shared areas, communication with parents/carers and in the weekly awards assemblies.

In Years 1-6 we assess children in reading, writing and maths against the Age Related Expectations for each year group, from the statutory 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 Inclusion Manager, class staff and Phase Leader to monitor and discuss the progress being made by all the children in the school.

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.

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.

To further enhance the curriculum, we sometimes have additional theme weeks and special whole school event days, that allow for further in-depth development of knowledge, concepts and understanding across all subjects, link to community and current affairs, or provide further in-depth coverage of other subjects, such as PSHE, RE, PE, History, Art and STEM.

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 letters from the Headteacher. From the outset, parental communication is usually encouraged through the home reading scheme which involves a regular dialogue between parents and teachers. However, during the Covid-19 pandemic, there are restrictions about items going back and forth between home and school and therefore, parents are encouraged to communicate with their child's teacher through email.

We believe in a reasonable amount of regular homework (outlined in the school's Homework Policy) and use Google Classroom for this purpose. Parents are asked to become involved in the work their child has been set. When not observing Covid-19 restrictions, parents are also invited to join their children for class assemblies as well as religious worship.

October 2020

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