



Curriculum Policy

1 Introduction

- 1.1** The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. In this broad sense, it includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the “hidden curriculum”, or what the children learn from the way they are treated and are expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

2 Values

- 2.1** As a Catholic school, we value above all else the message of Christ’s Gospel, and its invitation to all mankind to accept the salvation offered by Christ and so to grow in the life of faith, hope and love. This Gospel message, and the Gospel values taught and transmitted by the Church under the guidance of the Holy Spirit, underpin all our endeavours to educate children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- 2.2** In accordance with the teaching and values of Christ’s Gospel, our curriculum expresses the following principles:

- We value the uniqueness of every child, and every child’s unique gifts and talents. We promote respect for every child at all times, for people of every background and culture, and for every human being. We endeavour to promote all our pupils’ spiritual and moral development, in harmony with their intellectual and physical growth.
- We value the importance of each person in our school community. We organise our curriculum so as to promote co-operation and understanding between all members of our school community.
- We respect all the children 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 we 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

- 3.1** The aims of our school curriculum (in the context of the overall aims expressed in our school Mission Statement) are:

- to enable all children to learn, to develop their skills to the best of their ability, and to develop their gifts and talents to their full potential;
- 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 literacy, numeracy and information and communications technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;



- to teach Religious Education and to present to children the life of Catholic Christian faith, in accordance with the Birmingham Diocesan Curriculum Directory;
- to fulfil all the other requirements of the National Curriculum;
- to encourage children in reflectiveness and prayer, so as to gain awareness of their own spiritual development; and to help them to learn to distinguish right from wrong, and to make Christian values their own;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- to help children to be positive citizens in society, and to encourage them to apply in their future lives the Christian principles which they will have made their own.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases (long-term, medium-term and short-term). We agree a **long-term** plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 4.2 With our **medium-term** plans, we state clearly our learning objectives and teaching strategies. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We use the national schemes of work for much of our medium-term planning in the foundation subjects.
- 4.3 Our **short-term** plans are those that we write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Teachers plan differentiated work for different levels of ability.
- 4.4 In the **Foundation Stage**, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and planned progression in all curriculum areas.
- 4.5 At **Key Stage 1 and Key Stage 2**, all subjects are taught discretely although we identify opportunities for cross-curricular links. Over the three terms of the academic year each child has the opportunity to experience the full range of National Curriculum subjects.

5 Children with special needs

- 5.1 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 special needs of individual children, then we do so only after the parents of the child have been consulted.
- 5.2 If children have special needs, our school does all it can to meet those individual needs. We comply with the requirements set out in the Special Educational Needs (SEN) Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of that need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation, but in some cases the Special Educational Needs Co-ordinator (SENCo) will liaise with the class teacher to



provide a structured programme of work for a particular child or group of children. If a child's need is more severe, we consider applying for a Statement of Special Educational Needs, and we involve the appropriate external agencies when making this application. We always provide additional resources and support for children with special needs.

- 5.3** The school provides individual learning targets for all children who are at Initial Action Stage on the Special Needs Register. Each child who is at the "School Action", "School Action Plus" or "Statement" stages on the Special Needs Register has an Individual Education Plan (IEP). This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 More able children

- 6.1** We recognise that in our school some of our children have the capacity to learn at a pace and level of complexity that is significantly advanced of their peers. We use a range of strategies to identify these children, and teachers plan carefully to meet their learning needs. One teacher co-ordinates the provision and practice for more able children within the school.

7 The Foundation Stage

- 7.1** The curriculum that we teach in the F1 class meets the requirements set out in the revised National Curriculum at the Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in that document.
- 7.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the F1 class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. In particular, we are committed to establishing and developing a formal Foundation Stage Partnership with St Hugh of Lincoln Nursery School, the Catholic parish nursery school on our site.
- 7.3** At the end of the last year of the Foundation Stage (the F1 year), the teacher completes the Foundation Stage Profile to record the skills of each child. This assessment forms an important part of target setting and future curriculum planning in Key Stage 1.
- 7.4** 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.

8 Key skills

- 8.1** The following skills have been deemed to be "key skills" in the current National Curriculum:
- communication;
 - application of number;
 - information technology;
 - working with others;
 - improving own learning and performance;



- problem-solving.

8.2 In our curriculum planning we highlight these skills, so that the children's progress in all of these areas 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 true potential.

9 The role of the subject leaders

9.1 The role of the subject leaders is to:

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

9.2 It is the responsibility of all subject leaders 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 is linked to whole-school objectives. Each subject leader reviews the curriculum plans for his/her subject, and ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

10 Monitoring and review

10.1 Our governing body's Curriculum Committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.

10.2 We have named governors for RE, Literacy, Numeracy, ICT, Special Needs, Foundation Stage and More Able Children. The respective governors regularly liaise with the subject leaders or leaders of these areas, and consider any issues that may arise.

10.3 The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

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

Signed by the Chair of Governors

Signed by the Head Teacher



Date **Review Date**