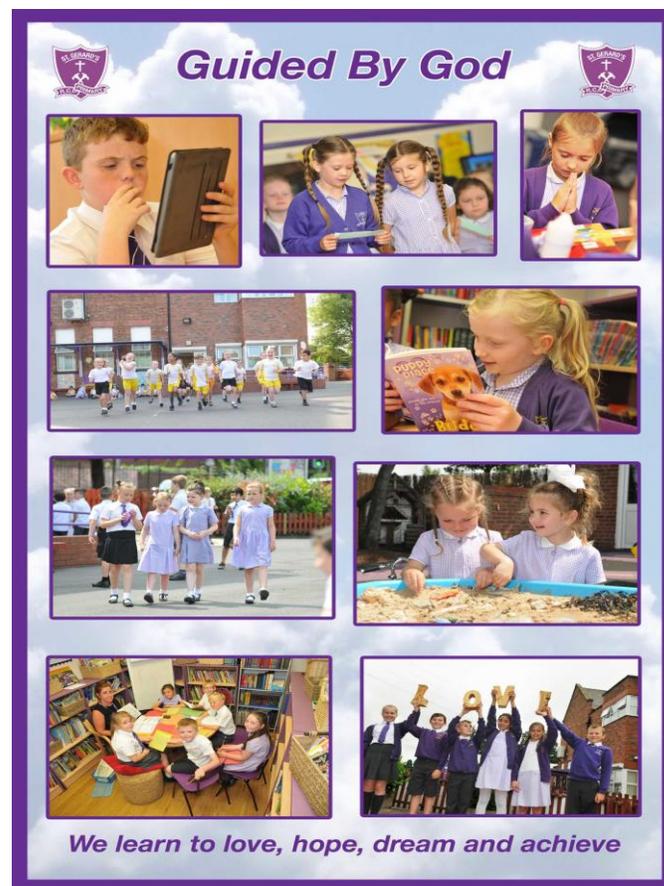


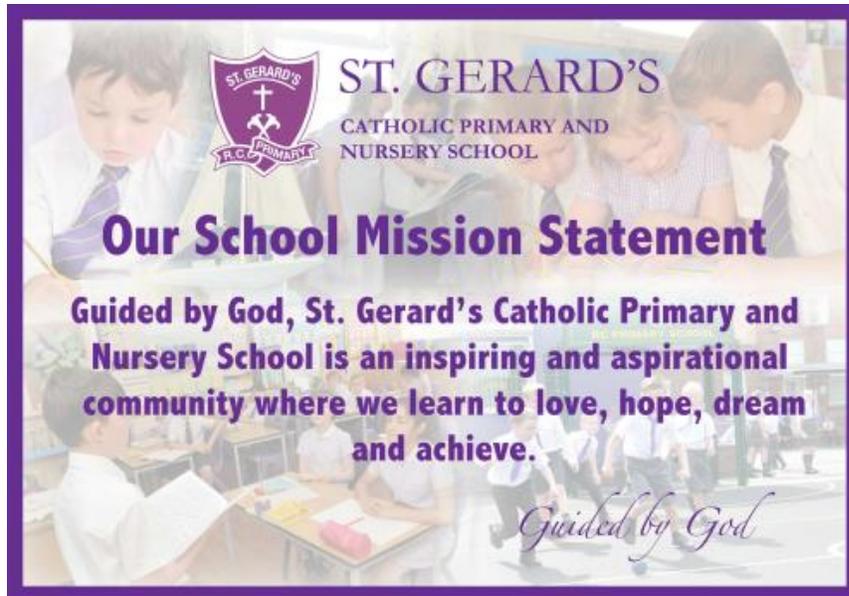


St Gerard's Catholic Primary and Nursery School



Curriculum Policy

Agreed by Governors November 2017
Signed (Chair of Governors) Ms Sharon Miller



SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Curriculum Policy 2017 – 18

“We have to stop delivering the curriculum to kids, we have to start discovering it with them”

Will Richardson

Policy Date:	October 2017
Policy Status:	Statutory
Policy Review Cycle:	Annual
Next Review Date:	October 2019

Responsible to:
Governors and Head Teacher

Introduction:

At St. Gerard’s Primary and Nursery school the curriculum is made up of all the activities that the school undertakes in order to promote learning, personal growth and development. It is designed to fulfil our mission to guide the children to love, hope, dream and achieve. The curriculum is the means by which the school achieves its primary goal of educating children in the knowledge, skills and understanding needed to lead a fulfilling and productive life.

As a Catholic school it includes all the formal requirements of the National Curriculum, but also the extra-curricular activities and the practise of our faith which we consider to be of equal importance. We feel that the children learn as much from the way they are treated and the expectations we have of their behaviour as Christians, as from the formal curriculum. Our curriculum is underpinned by the beliefs we share as Christians and the desire to worship God in everything we do. We are a church school and a caring school family. We want our children to grow up and have a sense of appreciation for the world in which we live; feeling a valuable part of it, knowing they have a contribution to make. We recognise and respect the range of beliefs and cultures within our world. Christian values and the love of God are at the heart of our teaching and learning. Our subject leaders and Key Stage Leaders have all developed the subject area and influenced the curriculum using their expertise and specialism.

The role of the subject leader is to:

- ◆ provide a strategic lead and direction for the provision and development of their subject; support and advise colleagues on issues related to the subject;
- ◆ monitor pupils' progress in that subject area;
- ◆ provide efficient resource management for the subject.
- ◆ Subject leaders monitor the way in which 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.
- ◆ The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

We have created the curriculum as a team, listening to the children’s views so that it has been developed for every one of our children. We want to ensure that every child has the opportunity to experience:

- ◆ At least 1 trip beyond the local area (beyond Widnes) each year.
- ◆ At least 1 trip in the local area but outside school each year.
- ◆ At least 3 experiences of working in a team challenge every year (links to competitions, festivals and whole authority events etc)

These are planned into themes where possible, but may also be stand-alone experiences as they are equally worthwhile. We aim to ensure there is a range of experiences provided to children across primary school.

Other experiences not mentioned specifically in the curriculum learning intentions (not exhaustive) may include:

- ◆ School Plays
- ◆ Photography and Film work
- ◆ Looking after something/someone else (e.g. plants, animals, others)
- ◆ Going away on a residential
- ◆ Giving something away
- ◆ Saving up for something
- ◆ Attending live music, theatre or dance performances
- ◆ Working with artists/sculptors/authors/athletes/other professionals
- ◆ Having an adventure!
- ◆ Solving a mystery!
- ◆ Being a volunteer
- ◆ Helping someone outside and inside our local community.

Children will be involved in at least one class assembly a year, class mass as well as regular celebration assemblies. Celebration assemblies recognise and celebrate children's achievements both in and outside of school.

Possibilities

Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world of the work by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

Excellence

Striving for the highest personal achievement in all aspects of schooling and individual and community action, work and life-long learning

Diversity

Having a shared understanding regarding the differences and similarities between ourselves and others, understanding the beliefs and cultures of others both in the world around us and the world further away.

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

The aims of our 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 literacy, numeracy and computing;
- ◆ to enable children to be creative and to develop their own 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 appreciate and value the contribution made by all ethnic groups in our multicultural society;
- ◆ to enable children to be positive citizens;
- ◆ to fulfil all the requirements of the National Curriculum and the Come & See program for Religious Education;
- ◆ to teach children to have an awareness of their own spiritual development, and
- ◆ to distinguish right from wrong; 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 live and work cooperatively with others.

The aims of our school curriculum are:

- ◆ We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- ◆ We aim for all children to achieve their full potential, whether in academic work, artistic work, sport or play.
- ◆ We aim to provide a happy environment that is caring and supportive to all with a broad and balanced curriculum with high quality teaching and learning experiences.
- ◆ We aim to encourage children to make a positive contribution to our school and the local community and to appreciate their place in the wider world.
- ◆ We aim for our children to have a secure understanding of personal and physical development that will enable them to achieve self-awareness and the capacity to make good life choices in the present and in the future.

Organisation and planning

We plan our curriculum to provide opportunities for a creative cross-curricular approach where possible; however, some areas of the curriculum need to be taught discretely. We plan our curriculum in three phases.

We agree a long-term plan for each Key Stage. This indicates which topics are to be taught in each with clearly defined skills, knowledge and understanding. The children indicate what they would also like to learn, and staff integrates this to ensure National Curriculum coverage. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for discrete lessons. We take some of our medium-term planning directly from published guidance documents. Each topic or aspect of a topic begins with a ‘hook’ stimulus to engage the pupils who are then directly involved in identifying aspects of the topic they want to learn about. Pupils are also involved in determining how they might communicate their learning at the end of a topic – e.g. via a display, assembly or ICT presentation.

Our short-term plans are written by teachers on a weekly basis. We use these to set out the learning objectives for each session, and to identify resources and activities we are going to use in the lesson.

The use of key skills for various areas of learning forms a basis for each teacher to ensure progression in learning. We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum into Year 1 as required.

The Foundation Stage

The curriculum which we teach in the Reception class meets the requirements set out in the revised Early Years Foundation Stage (2014). Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences, as set out in this document. If the teacher deems a whole school theme to be appropriate for Foundation Stage and has genuine links to their curriculum then they will become part of that project.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception 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.

During the children’s first term in school, their teacher begins to assess each child. 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 the year.

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 having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and into KS

Inclusion

Special Educational Needs and Disability (SEND) provision is made in accordance with the revised Code of Practice, the school's Inclusion policy, Disability Discrimination Scheme and Equal Opportunities policy. It is the responsibility of the class teacher with the support of the SEND leader to ensure the curriculum is differentiated to meet the needs of all pupils. Wherever possible support is provided within the classroom and withdrawal is time limited for specific focused activities. If the need goes beyond the resources available within the school, advice and support will be sought from external agencies. Pupils who have English as an additional language (EAL) or who are receipt of Pupil Premium funding are also targeted with additional support in order to aid their development of knowledge and skills and ensure appropriate progress.

Outcomes

Children's work and achievements within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum will be woven with British Values that we provide will help children to understand who they are and where they live. It will help them learn about their communities, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a respect for and an understanding of different cultures and beliefs as well as their own. They will learn about issues facing the world and the importance of caring for their environment.

Parental Involvement

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through the website, newsletters, curriculum leaflets, home learning and curriculum workshops, and are positively encouraged to become involved. We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Equal Opportunities:

The curriculum is planned to ensure equality of opportunity irrespective of gender, race, culture or religion. It is the responsibility of subject leaders to ensure the curriculum and resources used promote respect and understanding of the multicultural and multi-faith society in which we live.

Health & Safety:

It is the responsibility of every member of staff to have due care for Health & Safety in the planning, organisation and delivery of the curriculum. The governors and head teacher undertake a health & safety audit on an annual basis. Risk assessments of individual activities should be undertaken by the member of staff responsible for the organisation of the activities with advice from the head teacher or LEA officer as appropriate.

Accountability:

Our governing body is responsible for monitoring the way in which the school curriculum is implemented. Regular presentations and reports by subject leaders ensure Governors are well informed and kept up to date with curriculum developments.

The Curriculum lead is responsible for the day-to-day organisation of the curriculum. The Curriculum Lead alongside the Head teacher monitors through formal lesson observations, learning walks, observations, pupil interviews, scrutiny of work and tracking pupil progress through assessment data.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.