

CURRICULUM POLICY

*St. Joseph's
Catholic
Primary School,
a Voluntary
Academy*

Introduction

As a Catholic Academy, Religious Education and faith development will be at the heart of our school curriculum in order to develop the Catholicism and spirituality of our pupils.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees that we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils 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.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners.

These are the core values upon which we have based our curriculum:

- The Gospel values which include forgiveness, understanding, respect, hope, truth, peace, justice and mission;
- We have an understanding of and respect for other religious beliefs, cultures and traditions;
- We recognise that every child has a range of different strengths, interests and learning styles;
- All children should have self-belief and experience success;
- Democratic law; the right for fairness and a right to vote; personal liberty and the rule of law.

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Aims

The aims of our curriculum are:

- Promote high standards of attainment and achievement;
- Promote a positive attitude towards learning so that our children to develop a life-long love of learning;
- Enable all children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others;
- Ensure children understand the purpose of their learning and how it can be applied in different contexts;
- Encourage children will develop a curiosity for the world around them, asking questions and seeking answers;
- Create and maintain an exciting and stimulating learning environment where all pupils are encouraged to be risk takers;
- Support children in becoming independent, reflective and analytical thinkers and learners;
- Encourage children to value and produce high quality work, taking pride in all that they do;
- Encourage and support children in taking ownership of their learning.

Organisation

The curriculum at St. Joseph's is rooted in the teachings of the Catholic Church; the Early Years Foundation Stage Curriculum and the National Curriculum.

Foundation Stage

In the Foundation Stage, learning experiences are planned around the seven areas of the Foundation Stage Curriculum:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

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These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

Active Learning through play

We organise the day to provide a balance between the following:-

- Child initiated Activities - children make choices from within the learning environment to meet his/her outcome for learning.
- Adult Initiated Activities- practitioners provide the resources to stimulate and consolidate learning.
- Adult Directed Activities - Children engage in planned activities to meet specific learning outcomes.

At St. Joseph's we recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognise the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

Planning

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year.

Medium term planning is created and takes into account the individual children's learning and developmental needs. All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors. The setting also makes use of the outdoor environment whenever possible.

Foundation Stage, Key Stage 1 & Key Stage 2

The school curriculum is designed around Imaginative Learning Projects. In each year group, there are six projects which are covered in half termly topics throughout the year. Each project is an enquiry based challenging project which ensures that learning is embedded.

Within each project, there are four distinct stages of learning which actively promote children's learning and thinking.

Engage

This section of each project lasts for approximately 3-5 days. It begins with a memorable experience, a launch day, which stimulates curiosity and enthusiasm for the new theme. During this week, children's interest in the new topic is stimulated and they are encouraged to develop enquiry questions and identify possibilities for future learning. At the end of this week's teaching, staff will ask children to identify any areas for future enquiry, thereby leading their learning. These questions will then be used to inform planning for the rest of the project.

Develop

The develop section lasts between 1-3 weeks, depending on the project. During this, children's learning will delve more deeply into the theme as they acquire new knowledge and skills, such as making, doing, composing, building, exploring and investigating. Children will be encouraged to find the answers to the questions which they have posed during the engage week. Throughout this section of the project, children will be provided with the opportunities to read and write for different purposes.

Innovate

During this section of the Imaginative Learning Project, which lasts for 1 week, children will be provided with the opportunity to apply their skills, knowledge and understanding to real-life and imaginary contexts, showing enterprise in solving problems. Children will be encouraged to reflect upon and identify their own needs and will be enabled to take on different roles and responsibilities. At the end of each innovate pathway, children will have produced a high quality product of which they are proud.

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Express

The final step in the learning process, sees children performing, presenting and becoming experts. During the final week of each project, children will evaluate their finished products, processes and progress and will have the opportunity to celebrate their achievements. At this point, learning will be linked back to the starting point of the engage week. During a "landing" day, children will present and express their learning to an audience, which will enable Parents, Parishioners and the local community to be involved with school.

Religious Education

Religious education is an integral part of our lives at St. Joseph's. To ensure continuity and progression, we have adopted the "Come and See" Religious education programme for primary schools. This programme is used throughout school from Nursery to Year 6. Central to the programme are the three basic questions and the three Christian beliefs that are the Church's response in faith:

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| • Where do I come from? | Life-Creation |
| • Who am I? | Dignity - Incarnation |
| • Why am I here? | Purpose - Redemption |

Literacy

Literacy is planned and taught following the statutory requirements of the National Curriculum. In all year groups, fiction genres are covered each term; all genres of non-fiction texts are also taught to each year group. This is identified in the long term Literacy plan. Wherever possible, Literacy genres will link to the Imaginative learning project.

Medium term planning outlines in detail which genres and which objectives are being taught each term.

Each non-fiction genres will follow a three week teaching cycle:

- Analysis of the text type;
- Shared and guided writing;
- Independent writing.

Throughout each of the three weeks, Reading, grammar, punctuation and spelling will be continuously taught and these skills applied in independent writing.

Numeracy

Numeracy is planned and taught following the statutory requirements of the National Curriculum. Numeracy is taught as a discrete subject. However, skills learnt in Numeracy lessons are applied across the different curriculum subjects wherever possible. The school follows the White Rose scheme of work to support planning.

Children with Special Educational 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 child have been consulted.

If a child has a special need, our school does all it can to meet their 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, his/her teacher makes an assessment of this 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. If a child's need is more severe, we consider the child for an Education and Health Care Plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- The Headteacher and Deputy Headteacher ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.