

St Bernadette's Catholic Primary School

Curriculum Policy Statement

Introduction

At St Bernadette's Catholic Primary School the curriculum encompasses our Mission Statement and our School Aims.

“to ensure a happy and secure learning environment where we celebrate the dignity and worth of all in our school community.

As a Christian community we recognise that in loving others we love Jesus and so help each other to reach our full potential.”

Therefore the development and implementation of our Curriculum Policy supports us in achieving our mission for all the children in our care.

The curriculum in its full sense comprises entitlement for pupils and all the opportunities for learning provided by the school.

It includes the formal programme of lessons in the timetable, which ensure the delivery of the Early Learning Goals, the National Curriculum according to statutory requirements and the Agreed Syllabus for Religious Education based on “The Way, The Truth and the Life”.

It also includes the ‘extra-curricular’ and ‘out of school activities’ promoted and supported by the school and the ‘hidden curriculum’ that being the relationships, behaviour and quality of life established in the school community as a whole.

In providing a broad, balanced and creative curriculum, we aim to provide the opportunity for each child to achieve their full potential.

Rationale

Our school curriculum is also underpinned by our Mission Statement. In particular it is based on the following principles:

Partnership with parents:

Responsibility for the education of their children rests with parents. In determining the curriculum we are mindful that our role is one of partnership, supporting parents in exercising their responsibility. We welcome the participation of parents and value their contribution to the life of the school and

include them where appropriate as members of our learning community by enriched provision through parent/pupil workshops.

Pupil individuality and worth:

In appreciating that each person is a unique creation of a loving God and has been endowed with particular gifts (or talents) to be developed and used for the service of others, the school's curriculum will seek to recognise the individuality of pupils by:

- Identifying, valuing and building on each pupil's existing skills, functional skills (lit/ number/ICT) practical skills, personal learning and thinking skills, knowledge and understanding and personal development, attitudes and dispositions.
- Promoting a creative and physical learning environment which focuses on individual needs and promotes increasing independence whilst encouraging pupils to work collaboratively;
- Establishing high personal and professional expectations and clear targets within the capabilities of each pupil;
- Encouraging pupils to accept responsibilities and develop qualities of initiative and perseverance;
- Encouraging the development of self-esteem by celebrating the achievement of all pupils;
- Providing opportunities for success by encouragement and by engendering a positive attitude.

Opportunity and access:

At St Bernadette's we believe that all pupils should have full access to the curriculum regardless of sex, race, religion, culture or special educational needs and disability.

Breadth, balance and creativity:

We believe all pupils are entitled to a broad balanced and creative curriculum, experiencing a wide range of activities in order to appreciate and better understand themselves and the world in which they live.

Continuity and progression:

We believe that all our pupils should enjoy the maximum benefit from continuity of learning and planned progression both within the school and on transfer to another school.

Relevance and adaptability:

We believe the relationship between the curriculum, and the needs, aspirations and interests of pupils should be flexible enough to help them meet successfully the demands of a changing society and contribute to its development for the common good. The curriculum should also relate to their level of maturity and provide for enjoyment and fulfillment.

Differentiation:

We believe the curriculum must identify and meet the varying needs and ability levels of all pupils. There must be sufficient differentiation in the teaching strategies for challenging but realistic goals to be set and for the motivation of each pupil to be established and maintained. (assessment for learning)

Aims and Objectives

The aims and objectives of our school curriculum are:

- **Aim** -To enable all children to be successful learners who make progress and achieve so they enjoy coming to school and acquire a solid base for life-long learning and personal development.
- **Objective** – by providing a curriculum of quality, range and depth.(see policies and curriculum overviews for details)
- **Aim** – To provide curriculum entitlement, a broad and balanced curriculum for all pupils, fulfilling the requirements of the National Curriculum and the agreed syllabus for Religious Education.
- **Objective** –Providing National Curriculum coverage that fully develops pupils Skills, Knowledge and Understanding and Attitudes within which pupils experience the areas of learning; Spiritual, Creative and Aesthetic, Cultural, Moral, Physical and Health, Environmental, Scientific and Technical, International (modern foreign language) Human and Social and Economic Wellbeing.
- **Aim** – To provide a curriculum that is creative and enriches creativity and enables pupils to develop an increasing independence and responsibility for their own learning through the acquisition of appropriate attitudes and strategies.
- **Aim** – to enable all children to be responsible citizens who acquire an appreciation of their responsibilities as members of society together with the confidence to make a positive contribution to society.
- **Objective** – By providing pupils with opportunities to learn about the life and works of others including artists, designers, craftsmen, musicians, actors, etc both through research and first hand learning experiences. By providing opportunities for pupils to learn about charities, councils, enterprise and challenging them to realise that their actions can make a positive contribution to their peers and society.
- **Aim** – To increase children’s active involvement in a variety of learning opportunities and so enrich their experiences to feel awe and wonder that exists within creation.
- **Objective** – By providing out of hours activities , a quality school environment and planning visits and visitors to enrich curriculum provision for pupils.and when appropriate parent workshops.

Towards the realisation of these aims

All who share the School's Mission contribute to the realisation of its aims by:

- Acknowledging and respecting the individuality of each pupil;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a pleasant, well-ordered, stimulating environment which encourages positive learning experiences;
- Ensuring equality of opportunity in all aspects of school life;
- Fostering high expectations by encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Working as a team, supporting and encouraging each other.

Teachers in particular, contribute to the realisation of the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement dependent on their ability;
- Recognising and being constantly aware of the needs of each individual child according to aptitude and ability;
- Ensuring that learning is progressive and continuous;
- Providing good role models;
- Maintaining an up to date knowledge of the National Curriculum and 'agreed' syllabus for RE;
- Having a positive attitude to change and the development of their own expertise;
- Establishing links with the Parish and the local community;
- Working collaboratively with a shared vision and understanding of good practice and creativity.

Pupils, in particular, contribute to the realisation of the school's aims by:

- Being punctual and ready to begin lessons on time;
- Being organised – bringing necessary kit, organising resources, taking letters home promptly, returning reading books regularly;
- Conducting themselves in an orderly manner in line with the expected codes of behaviour and discipline both in school and on school visits and welcoming all visitors to school.;
- Completing and returning homework;
- Taking increasing responsibility for their own learning.

Parents, in particular, contribute to the realisation of the school's aims by:

- Ensuring that their children attend school in good health, regularly and punctually;
- Providing support for the discipline within school and for the teacher's role;
- Being aware of their children's abilities and offering encouragement and praise;

- Participating in discussions concerning their child's progress and attainments;
- Ensuring early contact with school to discuss matters which affect their child's happiness, progress and behaviour;
- Giving due importance to any homework. (e.g. hearing reading and assisting in the learning of tables and spellings);
- Encouraging their children to take increasing responsibility as they progress throughout the school.

STRATEGIES FOR TEACHING AND LEARNING

Curriculum Organisation

The National Curriculum comprises of;

- The **Core Subjects**: English, Mathematics, Science and Religious Education
- The **Foundation Subjects**: History, Geography, Computing, PE, Design Technology, Art and Design, Music,

Modern Foreign Language - French is taught throughout the school.

For primary age phase it is organised into two Key Stages. For each subject and for each Key Stage, programmes of study set out what pupils should be taught in each year group and attainment targets set out the expected standards of pupils' performance.

The curriculum that we teach in the Reception Class meets the requirements set out in the National Curriculum at the Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences. (See Early Learning Policy Statement)

At St Bernadette's we fully support the principles 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 pre-school providers in the area. During the children's first term in the Reception Class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

In the Foundation Stage and at Key Stage 1, we adopt an inter-disciplinary topic approach to the curriculum. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas. Literacy and Numeracy are taught as discrete subjects in Year 1 and 2, as well as through other subjects.

At Key Stage 2 the curriculum at St Bernadette's places a greater emphasis on teaching the Core and the Foundation subjects separately, however there is often a topic focus where strong cross curricular links are planned across subject areas. Units of work may be blocked to enrich curriculum provision for pupils. A creative approach is encouraged to stimulate teaching and learning. For example, a pupil may concentrate one term on a History topic with cross curricular links planned to Art and English (drama) then switch to a greater emphasis on Geography in the next term, or a term on Design Technology and then more emphasis on the Art component for the following term. Over the three terms of the academic year, each child has the opportunity to experience the full range of the National Curriculum subjects.

Cross-Curricular issues

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Computing
- Working with others
- Improving own learning and performance
- Problem solving.

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 their full potential. In order to achieve our curricular aims planned provision is also made to address a range of cross-curricular themes and dimensions; Personal, Social and Health Education, Human Relationships and Sex Education, Education for Citizenship, Environmental Education, European Awareness, Multicultural Education and Equal Opportunities.

Teaching styles

The range of abilities of the children within each class can be quite large which necessitates a variety of teaching and organisational practices. Whilst there will be times when whole class teaching is most appropriate there will be times when group or individual work is more beneficial. Whilst relevant discussion is encouraged there are some periods in the day set aside for silent work.

All teachers employed fulltime teach the full range of subjects to their classes.

Classroom Staff

Classroom help is available in the form of both volunteers and paid Teaching Assistants who work under the direction of the Class Teacher. High School pupils and FE students on work experience are accepted into school as are Teacher trainees on placement.

Resources

Classroom resources are the responsibility of the Class Teacher.

- There is a range of appropriate, accessible resources available from which pupils can select suitable for the specific task.
- All children know where the resources are kept and the rules about their access and use.
- All children are made aware of the importance of safety and privacy.
- Children are encouraged to act independently in choosing, collecting and returning resources where appropriate.
- Children and teachers act together to establish an attractive, welcoming and well-organised environment engendering respect, care and value for all resources.
- Commercially available schemes of work are used where appropriate to support the teaching of English and Mathematics in particular.
- In the Foundation subjects teachers prepare their own teaching materials or select from centrally stored resources managed by the subject leaders.
- Allocation of funding for central resources is determined according to priorities in the School Improvement Plan.

Time

Time is a resource that we value. Excluding break-times, registration and the statutory daily act of worship, the rest of the school day is set aside for teaching. This is allocated during the week so that approximately:

- 10% is spent on Religious Education.
- 45% is spent on the Core Subjects (English, Maths and Science).
- 45% is spent on the remaining Foundation Subjects.
- Computing is a major resource which is used across the whole curriculum as well as being taught discretely.

In our aim to maximise its use:

- Pupils arrive in time for the start of the school day.
- Children line up promptly and are escorted with the minimum of delay to the classroom.
- Time wasting is minimised by ensuring tasks are made specific and clearly defined.
- All children engage in purposeful activities immediately upon entering the classroom and know what to do between the end of an activity and the beginning of the next session.

Homework

Our school considers Homework to be a valuable element of the teaching and learning process. (See the Homework Policy Statement)

Pupils with Special Educational Needs and Disability

At St Bernadette's the curriculum is designed to provide access and opportunity for all children who attend the school. If a child is identified as having a special educational need, we do all we can to meet these individual needs in accordance with the current school policy which follows the guidance contained in the DfE's Code of Practice. Our SEND policy, Local Offer to prospective parents of SEND children Special Needs Information Report are available on our website.

Celebrating Achievement

At St Bernadette's there is provision for recognising and acknowledging achievements, improvement and sustained effort in the form of House Points and certificates, as appropriate. Pupils are also encouraged to share their extra-curricular achievements, e.g. music, swimming, dance, etc. There is the opportunity to have work displayed and pupils are encouraged to believe that any exhibited work should represent their highest standards.

STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY

Planning

Planning is a process in which all teachers are involved. At St Bernadette's we believe effective planning is the key to effective assessment and recording.

How do we plan?

Teacher planning is recorded formally in four inter-related ways.

Policy Statements

These provide an overall view of the philosophy and methodology specific to each curricula area.

Long Term Plans

Schemes of work for individual subjects are developed by subject leaders (in collaboration with colleagues) in line with current policies and the statutory requirements of the National Curriculum. These show how the programmes of study have been split into blocked and continuous units of work. This plan indicates which topics are to be taught each term to which group of children. We review our long term plans annually.

Medium Term Plans

These provide an overview of the activities, assessment strategies, resources and key learning outcomes. We have adopted national schemes of work and plans produced by Lancashire LEA for much of our medium term planning in the core and foundation subjects. A copy of the current medium term plan for each subject is kept in individual teacher's planning file. These are kept centrally for access by subject leaders. In this way plans can be monitored and evaluated by subject leaders on a regular basis.

Short Term Plans

These are weekly records. They include details of specific learning objectives and assessment opportunities and strategies. They also give details of the activities and resources necessary to achieve the specific learning objectives and how these activities are differentiated. These plans are evaluated by the Class Teacher to inform future planning. Short-term plans are primarily for the use of the individual Class Teacher and are included in the planning file.

This comprehensive planning cycle, ensures that each stage informs the next stage.

Feedback to pupils

Feedback to pupils, about their own progress, is essential. This may be achieved through discussion or the marking of work. Effective marking:

- Aims to help children learn, not to find fault.
- Is positive and constructive in order to re-assure and motivate (tickled pink and green for growth).
- Offers guidance and direction for improvement.
- Is most profitably done while a task is being carried out involving discussion between child and teacher.

(See Marking Policy)

Assessment

At St Bernadette's formative, diagnostic and summative assessments are all used by teachers to provide information to improve teaching and learning. (See Assessment Policy Statement)

Target Setting

At St Bernadette's we believe target setting is an integral part of effective teaching and learning. (See Assessment Policy Statement)

Cross-phase continuity

This is ensured by:

- Liaison meetings between the Year 6 teacher and those from Our Lady's Catholic College.(Teachers from high schools meet children transferring to other schools)
- Visits to OLCC by pupils in Years 4, 5 and 6.
- Transfer of pupils records of progress and summative assessment results.

Strategies for Monitoring and Evaluation

In our school monitoring and evaluation are part of a planned process and involves a range of different people over the course of a school year. Monitoring is the means by which we gather information. We do this systematically across a range of activities within our school. Evaluation is the judgement on the effectiveness of actions taken, based on their impact on the quality of children's learning.

The role of the Headteacher

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors 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.

The role of the Governing Body

The curriculum sub-committee of our Governing Body is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area annually in its cycle of review and development.

We have named governors for Literacy, Numeracy, RE, Computing and Special Educational Needs. The governors liaise with the subject leaders and monitor closely the way the school addresses these areas.

The role of the Subject Leader

The Subject Leader has a variety of responsibilities. These include:

- Taking the lead in policy development, providing a strategic lead and direction in ensuring progression and continuity in their subject throughout school.
- Supporting colleagues in their development of detailed plans and the implementation of the scheme of work, and in assessment and record keeping activities.
- Monitoring progress in their subject and advising the Headteacher of any necessary action.
- Keeping a portfolio of children's work showing the achievements of children in each year group giving examples of standards and expectations of attainment.
- Taking responsibility for the purchase and organisation of central resources for their subject.

- Keeping up to date through reading and attending relevant courses in the particular subject areas.

Strategies for recording and reporting

(See Assessment, Recording, Reporting and Target Setting policy statement)

Records of Achievement

These are kept for each child and are:

- Updated systematically during the year by the Class Teacher and contain samples of pupils' work in the core subjects.
- Examined by Class Teachers at the start of each academic year as they prepare for a new class.
- Retained throughout the child's time at the school.
- Transferred with the child when moving to another school.

Reporting to parents

Parents' Evenings are held twice yearly in the Autumn and Spring Terms and an End of Term Report is also sent to parents at the end of the Autumn and Spring terms. An End of Year School Report is sent to parents at the end of the Summer Term.

Parents may meet with their child's Class Teacher at any other mutually convenient time to discuss a particular concern.