



St. Michael's RCP

Curriculum Policy

Mission Statement



St Michael's Catholic Primary School and Nursery is a Catholic family of faith following the teachings of Christ. We strive to create an environment where all members of our school community respect the values of: Church, Independence, Resilience, Caring, Learning and Enjoyment for all. Belief in these values will nurture all as individuals and instil in them the confidence to meet their full potential, providing them with the best grounding for their future place in an ever changing world.

"I came so that you may have life, life in all its fullness" John 10:10

Introduction

At St. Michael's, we believe that our curriculum should be broad and balanced and creatively offer opportunities which enable all our pupils to achieve, irrespective of social background, culture, race, gender or academic ability.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. We ensure that the curriculum meets statutory requirements through the delivery of:

- The Early Years Foundation Stage Curriculum (Foundation Stage 1 and Foundation Stage 2).
- The National Curriculum (Years 1 to 6).
- Religious Education – (*'The Way the Truth and the Life'* syllabus).

In addition to the formal planned requirements of the National Curriculum, the school ensures that the children experience a wide range of learning opportunities that challenge, stimulate and promote the development of thinking and enquiry which will develop the pupils as life- long learners. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others to achieve their true potential and who can also be resilient enough to cope with the challenges that they will have to face both in their learning journeys now and throughout their adult lives.

The Curriculum Policy aims to:

- Develop a sense of self - worth and self-respect in all pupils through the provision of a clear and consistent behaviour management strategy and a progressive PSHE programme of work.
- Promote high standards in speaking, listening, reading, writing and mathematics.
- Develop pupils' confidence and promote creativity in their use of computing and modern day technology..
- Promote pupils' spiritual development, whilst teaching them to have an awareness of right from wrong.
- Develop pupils' physical development through awareness of the importance of a healthy lifestyle.
- Support the development of thinking and the strategies of independent learning, enquiry, resilience and self-reflection.
- Engage children in a range of cultural activities which involves them in art, drama, dance and creative expression.
- Enable children to be positive citizens in society.

Curriculum Organisation

Key stage 1 and 2:

The school delivers the English and Mathematics Curriculum as outlined by the DfE. As a result, all medium term planning for year groups 1 to 6 is taken from this document and planned on an agreed school format.

The curriculum is planned to provide continuity and progression throughout the school and consists of:

Long Term Planning: A long-term plan for each year group indicates the 'themes' to be taught in each term, and to which year groups of pupils. The long term plan is reviewed on a yearly basis and the learning outcomes are recorded.

Medium Term Planning: A thematic and cross curricular approach to planning units of work is taken. English/ Literacy, mathematics and the foundation subjects are planned as curriculum overlays. The planning outlines the detail of work to be covered with the progression of learning objectives. The plans highlight intended pupil outcomes.

Short Term Planning: Weekly English, Mathematics and curriculum plans are produced. These identify learning goals and differentiation within lessons, resources required and formative assessment criteria. *These weekly plans are handed in to each subject leader on a Friday as an evaluation of what has been taught that week.*

Weekly plans highlight the teaching techniques to be employed e.g. Class, group or individual learning and adults who may be supporting this learning.

Long term plans have all been mapped so that skills that are outlined in one discipline can be covered intra curricularly ie threading through one whole curriculum area without having to be taught discreetly eg “measurement” in maths, cross curricularly ie the same skills that can be covered in another curricular area eg covering the mathematical topic of data handling in science and those skills or content that have to be taught discreetly or require daily or periodic consolidation eg word lists for each class, Roman Numerals etc

The Foundation Stage: The provision delivered in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage Curriculum. Provision and curriculum planning focuses on children working towards the Early Learning Goals. The findings from the Ofsted report “Bold Beginnings” December 2017 have also been taken into account when planning the curriculum to ensure maximum challenge and aspiration

Other Learning

Weekly planning outlines focused teaching opportunities and continuous provision for inside and outside learning. This ensures on maximum creativity and full use of the environment eg Forest School and encompassing “real life” challenges such as analysing receipts in maths. Along with this, daily whole class phonics are implemented through the Read, Write, Inc Programme in KS1 and in other year groups for children who may need it through “ Fresh Start”. Various maths resources are used including “Inspire Maths” to ensure challenge, Power of Reading is used in every class to act as a stimulus for writing and reading through a class novel in English.

The Foundation subjects are also covered following the curriculum and other resources such as “Terrific Scientific” in science. PE is taught and CPD delivered to staff through the Greenacre Sports Partnership. Music is taught using “Music Express” and instrument tuition is also delivered to those children whose parents who would like them to participate These are free to children eligible for Pupil Premium. The arts are delivered in school and through outside art and drama workshops. The school is currently proceeding towards the Arts Mark, The Primary Science Quality Mark and is beginning the process of acquiring a computing award of excellence for St. Michaels in order to join the Lead Schools Network of Excellence in computing at school

RE is covered using our RE syllabus “the Way, the Truth and the Life” and is integral through our Catholic ethos, we also deliver the PSHE curriculum through the “Jigsaw” programme

We offer a vast array of after school clubs, some from outside providers such as Karate, Street Dance and Pro soccer, but we also deliver some ourselves such as Enterprise, Cooking, gardening and various sports, arts and singing clubs etc which encourage the children to learn skills for life and also further deliver a richer diet of curriculum experience for the children across the school.

Themed weeks

We also have “themed weeks” at various times in the year such as maths week, history/geography week, “Well Being” week etc which gives the children the opportunity to be really creative with a subject and to be fully immersed in it.

Children with Learning Difficulties and Disabilities and Gifted and Talented children/ Inclusion

The curriculum in the school is designed to provide access and opportunity for all children who attend the school. If adjustments to the curriculum are required, then these are made in line with a pupil’s individual needs and SEN policy.

Roles and Responsibilities

The **Head and Deputy Headteacher** has overall responsibility for the leadership of the Statutory Curriculum and the monitoring of its provision.

Senior and Middle Leaders have the responsibility of leading maths and English and the foundation subjects. Middle leaders have been co opted onto the SLT and attend relevant meetings to present a report on their subject regarding monitoring of planning and delivery, this is done at least 3 times per year.

Subject Leaders are responsible for the quality and consistency of provision, standards and achievement within the area/s of the curriculum they lead within the school. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. Subject leaders will also lead PDMs as relevant, updating colleagues on any changes in their subject and sharing any CPD they may have received.

Class teachers have responsibility for the tracking, analysis of data and identification of underachieving groups of pupils within the school. They are expected to ensure that the curriculum is well planned and delivered and that highlighted learning goals are achieved by all pupils at their own level. All teachers assess pupils learning and progress on a summative and formative level and are expected to differentiate teaching strategies in order to ensure that all pupils within their class access the appropriate curriculum.

Monitoring and Review

The Governing Body is responsible for monitoring the way the curriculum is implemented throughout the school. The effectiveness of the curriculum is monitored within Curriculum committee meetings. Revised curriculum policies and new initiatives are also discussed and ratified, where appropriate, within this committee. Governors are responsible for certain named subjects. During their school visits they

liaise with the subject leaders and monitor their relevant subject action plans, meeting the subject leader for discussion.

Review

At St. Michael's School we are aware of the need to review the school's Curriculum Policy on a regular basis to take account of new initiatives, revised Local Authority procedures and Government Legislation.

Date Agreed: January 2018

Signed:

Chair of Governors Date:

Signed:

.Headteacher Date: