

Curriculum Policy Statement

Vision:

To create and offer a caring environment where children will grow in confidence and develop independence.

Mission:

The governors and staff at St Mary's aim to create a secure and caring environment in which children can experience success. The value of spiritual, moral, social and cultural development is taught within a broad and balanced curriculum, in keeping with the Birmingham Curriculum Statement.

Aims:

- To promote stimulating activities and tasks
- To set targets within each year group to ensure good progress
- To develop high expectations of individual performance
- To demonstrate a caring, respectful attitude towards each other within the community
- To encourage tolerance, through mutual respect, of the opinions and beliefs of others
- To promote British Values to equip children with the skills necessary to play an active, and positive role in their school and community

Guidelines

Curriculum Development

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the revised National Curriculum and the changing needs of the school. The review of all curriculum (and related) policies will take place within a three year period. The coverage of the National Curriculum is organised within continuous, blocked and integrated units of work. We have developed a framework for each year group which gives a brief indication of what is taught within each curriculum area, when and for how long. This is published on our website.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is the means of all communication in all subject areas (excluding French) and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.
- To provide children with the opportunities to explain the pattern and relationships that form the basis of mathematics.
- To develop mathematical skills and reasoning and apply them to practical solutions through problem solving and investigations.

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- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through the activities and discussion that provide systematic enquiry within a range of experiments and investigations in every day life. The opportunities we give for questions raising in science enable children to use and understand scientific concepts and vocabulary.
- We give children opportunities to experience their own environment and the wider world both past and present through humanities.
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independent thought and action as well as co-operating within a group.

Curriculum Organisation

Oracy, literacy, numeracy and ICT are skills that run through the whole curriculum. Additionally, a considerable part of each week is given to teaching Maths and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. All subjects are organised across the year groups though there is flexibility (for the purpose of integration) as to when the areas are taught. PHSE is taught through the curriculum with specific elements of SRE being taught to Y5/Y6 children over a two year cycle.

Curriculum Planning

There are three main areas of the school:

Early Years (Reception); Key Stage 1 and Key Stage 2.

We have planned coverage of the curriculum on a yearly basis with sufficient flexibility to make changes as preferred - always with the statutory aspects of the National Curriculum in mind.

Long Term Planning

The Curriculum Framework is a seven year plan which highlights the given areas of study for each class within each term. Since we began integrating the learning opportunities for children, these are not fixed and allow greater creativity for individual planning and excursions.

Medium Term Planning

Subject co-ordinators plan termly/half termly to identify learning objectives that link to the National Curriculum – Core Curriculum. Year groups plan detailed classroom activities and assessment strategies.

Short Term Planning

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis.

Teaching Approaches

Teachers use different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching input and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. Reference is made to multicultural issues, equal opportunities and gender equality in the RE curriculum policy document.

Access and Entitlement

We believe that every learner is entitled to the full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth, balance, relevance and depth. We aim to ensure progression irrespective of gender, ethnicity, age or disability, in keeping with the 2010 Equalities Act. We foster confidence so that the children are prepared for their next stage of life.

Progression

The links we foster between each class in the school and between this school and the next include:

- Planned continuity
- Closely tracked pupil profiles
- Liaison with Secondary schools
- Induction of Early Years children – links can be found in Early Years Policy

Staff Roles and Responsibilities

Staff have responsibility for a curriculum area (unless NQT) to implement policy and monitor development and assist in the planning of the curriculum. The SMT will monitor the whole curriculum across the key stages for consistency. Key Stage Co-ordinators have regular meetings to consider such matters as consistency and continuity in terms of content, assessment and record keeping. The Assessment Leader, with HT/DH, reviews assessment data and meets with staff following formal assessments taken by children. Governors regularly visit the school to participate in observation of the prioritised curriculum areas in order to ascertain evaluation of our success.

Curriculum Hours

The time to teach and access the school curriculum (excluding registration) in infants is 22.5 hours per week and in Key Stage 2 is 25 hours per week.

Any special activities such as visitors, visits, special assemblies, sports day are regarded as learning occasions and are included in the hours listed above.