



# St Michael's CE Primary School

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Head Teacher: Mr G Johnston MEd NPQH



*St Michael's is an inclusive Church of England School centred on distinctive Christian Values.*  
We create and provide a high quality, caring and loving educational environment where children can learn, grow and develop to their full potential.

## Curriculum Policy

### 1. Introduction

1.1 The curriculum is all the planned activities that 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 range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can learn, grow and develop to their full potential.

### 2. Values

2.1 Our school curriculum is underpinned by the Christian 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: this is summarised in our 'strap-line' *learning to love - loving to learn*.

2.2 St Michael's CE Primary fully supports the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England.

"Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life." *National Curriculum in England pg.5*

### 3. Aims and objectives

3.1 The aims of our school curriculum are:

- to provide a secure foundation in early years through learning and development opportunities which are planned around the needs and interest of each individual child and are assessed and reviewed regularly based upon Early Years Development Matters;
- to ensure equality of opportunity and anti-discriminatory practice, this ensures that



- every child is included and supported;
- 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 information technology (IT);
  - to enable children to be creative and to develop their own thinking;
  - to teach children about their developing world, including how their environment and society have changed over time;
  - to help children understand Britain’s cultural heritage;
  - to enable children to be positive citizens in society;
  - to fulfil all the requirements of the Diocesan Agreed Syllabus for Religious Education;
  - to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
  - to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all; and
  - to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

#### 4. Organisation and planning

4.1 We plan our curriculum in three phases. We agree **yearly overviews** for each year group or class. This indicates what topics are to be taught in each term for Key Stage 1 and 2 or in Early Years the RE focuses for the year alongside each of the seven areas of learning. We review our long-term plan on an annual basis. Our yearly overviews are published on our website and displayed in school. Paper copies are available on request.

St Michael's CE Primary School Curriculum 2017-2018 - Year 6						
Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visits and visitors	Britain at War		Treasure Island		Wizarding Wonders	Walk like an Egyptian
English	People who have experience conflict First hand - visiting Castlevalew residents F - Goodnight Mr Tom by Michelle Magorian  Diary of Anne Frank War poetry HF - Letters from conflict over time	Barter Books (Keep calm and carry on) Rothbury Moors Bunkers? F - Classic War Poetry  HF - Biography of Key	F - Treasure Island by Robert Louis Stevenson  HF - Arguments for against Hunting down of Long John Silver	F - Play scripts (Shakespeare)  HF - Who was Captain Jack Rackham?	F - Harry Potter and the Philosopher's Stone  HF - Persuasive writing - from the point of view of the Dursleys	Transition visits to High School Hancock Museum Harry Potter World F - Wonder by J Palacio  Rewrite in a variety of styles HF - Year 6 survival guides
Maths	CONSOLIDATE LEARNING FROM YEAR 3 TO 6 To know and use numbers To add and subtract To multiply and divide To use fractions To understand the properties of shapes To describe position, direction and movement To use measures To use statistics To use algebra To use Ratio & Proportion To use bar modelling Problem Solving and Multi-step problems					

Sample of Year 6 overview

4.2 Our **topic plans** for each half-term in Key Stage 1 and 2 outline the over-arching topic and what learning will be taking place in that topic. Our topic plans are published on our website and displayed in school. Paper copies are available on request. Teachers write to parents at the beginning of each topic to explain the content of the topic.

In the Early Years Foundation stage we follow the interest of the child as the basis for our planning alongside the focus of our RE theme. We also reference the whole school curriculum

drivers but at the end of our half term learning is recorded visually on the plan and shared with children and parents.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

4.4 In addition to Year group planning, subject area overviews are also produced and kept up to date by the subject leader. These are published on our website and show the coverage and progression within a subject over the time the children are in our school.

*St Michael's CE Primary School Curriculum Overview: Art and Design*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Foundation Stage (Nursery and Reception) - Expressive Arts and Design</b>	Sing songs	Represent ideas through art and design	Sing songs	Use tools and materials safely	Represent ideas through art and design	Use tools and materials safely
<b>Year 1</b>	Art In Nature Andy Goldsworthy • To take inspiration from the greats 	Art In Religion (Various) • To take inspiration from the greats		Seascapes Printing (William Merritt) • To take inspiration from the greats • To master techniques 	Sculpture: animals • To master techniques	Masks/Collage • To develop ideas
<b>Year 2</b>	Seascapes using a variety of media • To take inspiration from the greats	Images of angels • To take inspiration from the greats 	Sculpture: alien and space scene • To master techniques • To develop ideas			Art of Africa To develop ideas 
<b>Year 3</b>		A Dreamscape of Colour & Light. To develop ideas. To master techniques. Hunderwasser Nabokov Children's dream paintings. To take inspiration from the greats.			Roman Inspired Mosaic/Chivids: To take inspiration from the greats. Historical background to the Arts, Romans CE42-410. To develop ideas. To master	Sculpture: Landmarks Living Artists To take inspiration from the greats. To develop ideas. To master techniques.

Sample Art Curriculum Overview

## 5. Children with Special Educational Needs or Disabilities

5.1 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.

5.2 If a child has a special need, our school does all it can to meet these 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 if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies. (see SEND policy)

5.3 The school provides a support plan for each of the children who are on the special needs register and for groups of children. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## 6. Key skills

### Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum is organised into learning and development requirements which comprise:

- The seven areas of learning and development and the educational programmes.
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year;
- The assessment requirements (when and how we assess children's achievements, and when and how we discuss children's progress with parents and/or carers).

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

### **The prime areas of learning:**

- communication and language
- physical development
- personal, social and emotional development

### **The specific areas of learning:**

- literacy
- mathematics
- understanding the world
- expressive arts and design

### **The learning characteristics:**

- playing and exploring
- active learning
- creating and thinking critically

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. The characteristics run through and underpin all seven areas of learning and development.

In the Early Years Foundation stage we follow the interest of the child as the basis for our planning alongside the RE theme for Early years. Planning is developed weekly for both Nursery and Reception children within the Early Years Foundation Stage. It is adapted to suit specific needs and interests.

## **7. Key Stage 1 and Key Stage 2 curriculum**

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

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. 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 to their true potential.

## **8. The role of the subject leader**

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which is used to show the achievements of children at each key stage and to give examples of expectations of attainment.

## **9. Monitoring and review**

9.1 Committee 2 of our governing body is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

9.2 We have named governors for specific areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The Head Teacher is responsible for the day to day organisation of the curriculum. The head teacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

9.4 Subject leaders monitor the way 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.

**Chair of Governor Committee...2...**

Signed: ... *Jackie Chevaugeon* .....

Print Name: ...Jackie Chevaugeon... ..

Date:.....11.7.18 .....

**Head teacher**

Signed: ..... *Johnston* .....

Print name:.....GAVIN JOHNSTON.....

Date: .....11.7.18.....

REVIEW DATE ... ..Summer 2020.....