

## Our Lady of Perpetual Succour Catholic Primary School

" We learn to love everyone as Jesus loves us."



### **Curriculum Policy**

#### **Introduction**

At Our Lady Of Perpetual Succour Primary School we work together to nurture a positive atmosphere of collaboration, openness, security and confidence. Children will be skilfully supported and guided to become independent and motivated learners who respect all and the environment in which they live and achieve their true potential.

#### **Overview Statement**

This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at Our Lady's Primary School. It reflects the values and philosophy of our learning community and it gives a framework for staff, both teaching and non-teaching, as well as governors, parents/carers, members of our learning community both present and future, and any other interested parties

#### **The Learning Challenge Curriculum**

The Learning Challenge concept is built around the principle of greater learner involvement in their work resulting in a meaningful curriculum which promotes high standards.

The Learning Challenge curriculum is an approach to structuring and delivering the curriculum. It is underpinned by a secure pedagogical framework which weaves together the critical elements of curriculum, teaching & learning and assessment. It requires teachers to actively think what their curriculum needs to include in order to meet the needs of their children in their context – leading to high standards in all areas of the curriculum.

A series of prime learning challenges (big questions), expressed as questions form an annual planner that ensure there is breadth and balance across the curriculum. The prime learning challenge also forms the starting point for each new topic. Not only is it a question but it should also be an open question which links learners own experience to a new area of learning.

Using knowledge of the children and the school's context a series of subsidiary challenges (smaller questions) are then planned. Each subsidiary learning challenge is also expressed as a question. Teachers need to make a decision about how long the subsidiary learning challenges last for.

When introducing this approach, many teachers have found it useful to plan for one question per week. It is important that learners are helped to think more deeply. We are developing a learner-friendly environment where thinking skills are allowed to flourish.

#### **Principles**

We strive for consistency across the school and within year groups with agreed approaches using a range of teaching and learning strategies and styles which develop resilience and independence. At Our Lady's, we believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults.

We are developing our thematic, learning challenge curriculum with a focus on global dimensions and eco awareness, in all subjects. We are also developing linked learning opportunities, thinking opportunities and sustained learning opportunities in a variety of learning environments that encourage links with writing and language development and making connections between learning experiences which will equip our learners well for future fulfilment and success.

Our Lady's Primary School seeks to support its pupils by offering a curriculum that is broad, balanced and appropriate to the pupils' ages, abilities and aptitudes. We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, Learning Challenge Curriculum, the professionalism of our staff and educational best practice to inform our decisions.

Our curriculum includes the various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, we provide an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

## **Values**

Below are the main values of our school, upon which we have based our curriculum. All these values are of equal importance to us:

1. Focus on learning that is personalized, differentiated, broad and balanced.
2. The central role of the school within the community to develop cohesion and community leadership.
3. The focus on learning but in the context of the family and the support that may be needed.
4. Safeguarding and the improvements of our child's lives.
5. The delivery of explicit emotional, health and well-being strategies through different programmes and within the broader curriculum.
6. Mixed ability teaching that is differentiated and challenging for all pupils.

The curriculum in all areas of learning will enable our children to become:

1. Successful learners who enjoy learning, making progress and achieve;
2. Confident individuals who are able to live safe, healthy and fulfilling lives;
3. Responsible citizens who make a positive contribution to society.

## **Aims**

The aims of our school curriculum are to :

- Provide opportunities to develop essential skills where a real and relevant overlap exists.
- Develop curriculum coherence.
- Apply varied learning approaches matched to learning need e.g. enquiry, instruction, active, practical, theoretical.
- Assess purposefully to inform future learning needs.
- Provide opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development.
- To be in tune with human development.
- Personalise and differentiate learning - offering challenge and support to learners to make progress and achieve.
- Create audiences for our curriculum that are relevant, purposeful and wide-ranging.
- Involve learners pro-actively in their own learning.
- 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 the children the basic skills of literacy, numeracy and computing;
- To enable children to be creative and develop their own thinking;
- To teach children about the development of the world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contribution made by different groups in our multicultural society;
- To enable children to be positive citizens;
- To fulfil all the requirements of the National Curriculum and the programme for Religious Education, Come and See
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work co-operatively with others.

## **PRACTICES & PROCEDURES**

Our curriculum focuses on addressing the priorities in our School Development both within specific subjects (e.g. Literacy, Numeracy, Computing) and in a cross-curricular plan.

### **Organisation and planning**

Children are organised into mixed ability classes with approximately 30 children in each class. Provision is made for a range of activities and opportunities to enrich the lives of young people, families and the wider community- with visits, visitors, 'wow!' starters and the use of the outdoors. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis at the end of the Summer term.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic or subject. 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 planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals. We ensure that there is planned progression in all curriculum areas and this is based on children's interests and the continual evaluation and evolution of medium term plans.

## **Curriculum Policy Guidance**

Planning is systematic, learning shows links where relevant and teachers understand expectations and high challenge through training. We aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage and life beyond. Pupils are taught in mixed-ability groups with appropriate levels of differentiation and extension.

## **The Curriculum and Inclusion**

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. Our Lady's is an inclusive school. We accept children with EHCP (Education Health Care Plans) in accordance with the SEN Code of Practice. We believe that all pupils deserve the right to a broad and balanced curriculum.

Additional provision is made for our higher attaining learners through differentiated activities in class, individual targets in their area of ability and through extension and enrichment opportunities within and beyond the classroom setting. The curriculum is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual's needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having specific needs, then his/her teacher makes an assessment of this need in consultation with the SENCO. If a child's need is severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs where possible.

The school provides a School Support plan for each of the children who are on the Special Needs Register. This sets out the nature of the special need, and outlines how the school will aim to address it. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **The Early Years Foundation Stage**

Children learn basic skills through play activities which are carefully planned to include the prime and specific areas of learning.

Prime Areas: Personal, Social and Emotional Development; Communication and Language; Physical Development.

Specific Areas: Literacy; Maths; Understanding of the World; Expressive Art and Design. In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

The curriculum that we teach in our Reception class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. We are well aware that all children need the support of both the parents/carers and the teacher to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **The Role of the Subject Co-ordinator**

Each subject leader checks each year group's Long Term plan against the NC for coverage in their subject area. If there are gaps, the relevant year group's teacher plus the Curriculum Manager are informed to ensure comprehensive coverage.

The role of the Subject Co-ordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.
- have an awareness of the schemes of work from EYFS to KS1
- report to the Headteacher on the strengths and areas for development of the subject and the strategies for improvement.

It is the role of each Subject Co-ordinator 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 Co-ordinator reviews the curriculum plans for the subject and sees that progression is planned into schemes of work.

### **Monitoring and Review**

Assessment is carried out across the school. Children are assessed through EYFS Profiles in Reception and through SATs at the end of Key Stage 1 (Y2) and the end of Key Stage 2 (Y6). Teacher assessment is carried out on an ongoing basis. The Class Teachers and the Subject Specialist Teachers are responsible for the day-to-day organisation of the curriculum. They monitor lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work, and that all lessons have appropriate learning objectives.

Subject Co-ordinators and SLT monitor the way the subjects are delivered throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.