

St Mary's C of E School

Curriculum Policy



Curriculum policy for St. Mary's C of E Primary School

1. Rationale

The purpose of this policy is to explain our approach to the curriculum at St. Mary's School. The term curriculum covers the formal requirements of the 2014 national curriculum, extra curricular activities that the school organises to enrich the learning experience of the children and also the 'hidden' curriculum that the children learn from how they are treated, responded to and expected to behave at St. Mary's.

The significance of the curriculum and the way it is taught is crucial to the development of the child as a learner both in terms of the 'learning power of the mind' and in 'training the habits of the heart' (Richard Layard, A Good Childhood) We strive to attain both these whilst ensuring that the curriculum engages, enthuses, enriches, enlivens, motivates the child and develops in each child curiosity and excitement about the world. We aim to embed these attitudes through the curriculum as they are essential attitudes towards learning for life.

This policy links specifically to the school mission statement of the school

- Stimulate in every child a sense of curiosity and excitement about the world and to encourage them to search for truth, meaning and purpose in life.
- Educate pupils intellectually, socially, morally, aesthetically, physically and spiritually within a school based on the example of Jesus in the gospels.
- Show pastoral care, encouraging in pupils a sense of commitment, self-reliance, respect for others and a healthy self-esteem
- Make prayer and worship a real educational experience

And to the school aims:

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others
- Teach courtesy, good manners and consideration of others
- Provide a broad and balanced curriculum within a variety of learning environments that develop individual potential
- Build positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community.

2. Aims of policy –

This policy will:

- Set out the core principles underpinning the curriculum at St.Mary's
- Provide guidance for all staff and information for parents about our approach to the curriculum
- Incorporate planning guidance and proformas to assist teaching
- Include assessment guidance and references to assessment procedures

3. Values:

Our approach to the curriculum is underpinned by the Christian ethos and values that we hold at St. Mary's C of E School. We aim for children at all stages to learn within our framework of Christian values that underpin the ethos of our school. Christian values are embedded in our ethos and approach to teaching and learning. All relationships within the school community are based on Christian values; they are referred to in lessons, through displays, through discussion and reflection in Collective worship and class times.

The three that make St. Mary's distinctive are **Hope, Creativity and Perseverance**.

4. Aims of our curriculum:

Through the delivery of our curriculum, we want our children to be:

- **Ready for learning** – motivated and curious. We aim for our children as learners to be enquiring, resourceful, independent, creative, and happy.
- **Resilient and risk taking** – to persevere with challenges and make their own choices. We aim for our children to develop attitudes that will equip them for a life time of learning.
- **Resourceful** – creative, collaborative and to be able to apply their learning in different contexts.
- **Responsible** – to make the best of their learning opportunities. We aim for our children to take pride in and celebrate their achievements encouraging them to strive with hope to be the best they can be, achieving the highest levels of attainment.
- **Respectful** - to show consideration for the ideas, attitudes, feelings and values of others by developing positive relationships and mutual respect for one another. To be respectful and tolerant of those of different faiths, beliefs and practices.
- **Reflective** – of their own and each other's learning. We teach our children to make connections and know what to do to improve their learning.

5. Objectives

Our curriculum fully covers all the National Curriculum requirements and is fully inclusive, meeting the learning needs of all our pupils. When designing our curriculum our objectives were to:

- Fully engage and enthuse our children
- Set our curriculum into meaningful contexts
- Develop skills in each subject area and give opportunities for furthering English skills in different contexts
- Make meaningful cross curricular links between subject areas
- Plan high quality educational outings and visitors linked to the topic being studied.
- Use the uniqueness of the school's setting as a resource for learning and extending learning beyond the classroom.
- Improve pupils' involvement in their learning through strong assessment for learning strategies
- Involve parents/carers in their children's learning
- Improve local, national and international links with the school and to teach children about our local Cornish identity, British Values and to prepare children for the wider world in the 21st century
- Equip children with relevant up to date computer skills and knowledge
- Teach children an awareness of their own spiritual development and to actively provide opportunities to further develop this (see Spirituality grids)

6. Definitions

- Curriculum – all the subjects that are taught to the children from year 1 – 6. (Foundation stage have a different curriculum –see Foundation stage policy)
- Pedagogy –the methods used for teaching
- Cross curricular – where an activity meets objectives from a range of subjects
- EYFS – Early Years Foundation Stage

7. Responsibilities

The Head teacher and Assistant Head Teacher are responsible for:

- ensuring that provision for all aspects of the curriculum is made
- ensuring that learning is excellent for all children
- ensuring that all staff are trained to a high standard to deliver the curriculum.

These areas will be reported on to governors regularly.

Subject leaders need to ensure that

- All aspects of their subject are covered in our curriculum. This can be done by auditing and adding to our yearly curricular planning.
- Support and advice are available to colleagues to ensure the highest possible standards in each subject.

- They monitor pupil attainment and progress in their subject area with the SLT
- Ensure that the subject is well resourced and relevant CPD is provided.

Class teachers are responsible for

- day to day planning
- assessment
- differentiating work to meet the needs of children in their class. Regular consultation with our SENDCo and Inclusion Co-ordinator facilitate this.
- Providing good quality marking and feedback that moves the learning forward (see Marking and Feedback policy)

Teaching assistants are responsible for:

- Day to day delivery of the curriculum supervised by class teachers.
- Following explicit guidance from the class teacher to support identified children with their day to day learning .
- Providing feedback to the teacher about the learning needs of the children they assist.

8. Procedures and practise

Our pedagogy

Each class follows the curriculum map for their class. This sets out the long term plan for each class.

Our Foundation stage unit (EYFS) and classes 1 and 2 plan half termly topics and classes 3, 4, 5, 6 there are termly topics. Topic titles have been chosen to engage, excite and enthuse the children. Areas of study have been carefully selected to compliment the topic and the two year rolling programme has been designed to ensure full coverage of the curriculum in each key stage for each learner.

At the start of the topic all classes have an Inspiration Day designed to excite and enthuse the children about the topic. Teachers also spend time finding out what the children already know about a topic so they can benchmark their knowledge at the start and end. They also find out key questions that the children would like answered by the end of the topic which helps to inform the overall planning of a topic. In this way the children know about and contribute to their learning journey.

During the topic children will take part in exciting first-hand experiences to help make the learning memorable. We aim to include visits as part of our topics regularly. These are noted on our topic planner to ensure that children have a balance of visits over their time at St.Mary's. Visits include the immediate local area e.g. Penlee Park, the beach, Morrab gardens, Penlee Museum and Geevor tin mine, the Royal Cornwall Museum, the Eden

Project and further afield such as the Tower of London, The Houses of Parliament, The British Museum, Natural History and The Science Museum.

Medium and short term planning

Teachers plan a topic web or chart to link ideas and ensure coverage of the National Curriculum objectives. These are recorded on the class curriculum planners with objectives highlighted to ensure coverage.

We also organise theme weeks and days to help enrich the children's learning even further.

9. Foundation stage

The curriculum is planned carefully to meet all the requirements of the Early Years curriculum.

The children follow a balance of focused activities and self initiated activities in indoor and outdoor space.

Assessment based on observations of the individual child and evidence of these are recorded in the learning journeys of each child. This provides an individualised record of the child's learning through Foundation stage.

For more detail please see the EYFS Policy.

Children in Reception class also take part in whole school activities such as assemblies, themed weeks and R time. These events and learning opportunities are crucial to ensuring that children feels a strong sense of belonging to our school, understanding the rules for life and support our overall commitment to building a strong school community.

10. Resources

We subscribe to the Sense of Place website and use a range of different planning materials/resources in our topic planning. We also order library loans to link with each of the topics. Each class also has a themed area linked to the topic. This may be a storytelling area, book corner or role play area. The aim of this area is for the children to use space to explore ideas linked to the topic, play-out stories (see literacy policy) and encourage co-operative role play and development of talk.

11. Assessment

At St. Mary's we use a variety of assessments to build a picture of a child's achievements. These include daily observations and formal assessments such as Rising Star Tests for English and Science and Abacus Progress Tests for Maths.

Day to day teachers continually assess the impact of their teaching, evaluating whether the WALT has been achieved and adapting, delivery of the lesson and planning as appropriate in reaction to this ongoing assessment.

Class teachers track progress of all their pupils using the Rising Stars framework on Classroom Monitor for Maths and English. The Head teacher, SLT and subject leaders analyse data each term and the data is broken down into vulnerable groups to evaluate the performance of groups within a year group and across the school. These findings are shared with the whole staff (including Teaching Assistants) and whole school action points put in place to improve learning outcomes.

In all other subjects the class teacher plans the unit of work around the National Curriculum objectives. At the end of each half term it is decided whether the child is developing, secure or exceeding the average expectation for the year group.

At the end of the school year this assessment information builds up a picture of the child's overall understanding in the subject and a passport of acquired skills is given to the next teacher to help with continuity of provision. Data from this is collected and analysed by the subject leaders, who use the information to critically assess their subject and also use the information diagnostically for individual, cohort or whole school emphasis as a focus for further improvement in standards.

We aim to develop the following key skills across the curriculum:

- Communication of ideas
- Application of number
- Information communication technology
- Working with others
- Improving own learning and performance
- Problem solving

12. Monitoring and evaluation

The head teacher, SLT and subject leaders monitor planning and delivery of the curriculum through lesson observation and pupil conferencing.

Curriculum questionnaires are also used each year with pupils to evaluate their attitude and enjoyment of the curriculum. The results of this questionnaire are fed back to individual teachers and to the SLT annually so that the curriculum is continually reviewed and refined.

13. Meeting Individual needs

Children with SEN

At St Mary's C of E School we are sensitive to the varied individual needs of pupils and use a flexible, graduated approach to support specific needs and differing abilities.

We endeavour to promote collaboration between school, parents and other agencies in order to meet individual needs in an inclusive organised, robust and carefully considered manner.

We aim to ensure that pupils are provided for and targeted support is given to enable pupils to fully access the curriculum effectively. This could include specific child centred interventions that are fluid and flexible to suit pupil as their individual needs change.

Children on the school's graduated response to individual needs at SEN support or children with a statement/EHC plan have an individual Provision Plan. Action points on the plan are generated with the class teacher, parents/carer, child and the SEN team. The child has a personal copy of action points work towards. Individual Provision Plans are regularly reviewed.

Children in receipt of Pupil premium

Each child in receipt of Pupil Premium is carefully monitored to ensure that the child is attaining well and making good progress. Gaps in learning and provision for additional opportunities are identified and resources deployed to strive for there to be no gaps between pupil premium children and their peers.

Gifted and Talented

Gifted and talented children have individual learning plans that are written in discussion with the child and shared with parents. These are used to inform whole class planning and ensure that 'mastery' aspects are part of the daily routines. In addition we offer enrichment activities through Penwith Enrichment Network.

We are committed as a school to providing the best education for all children. The school ensures that the curriculum is differentiated to meet individual needs when appropriate. Any child with an identified need is placed on the GRIN and supported as appropriate (see SEN policy).

It is the class teacher's duty to ensure that opportunities are planned for every child to learn, progress and achieve their objectives.

English as an Additional Language (EAL)

We recognise the additional needs of EAL learners, identify the specific areas of need of each of these learners and deploy teaching assistants and resources to address individual or group language needs.

The teaching assistant works closely with the class teacher and activities include facilitating acquisition of English, pre-teaching subject specific vocabulary and concepts, working on higher levels of comprehension and grammar specific areas to enable EAL learners to make good progress and attainment at least in line with their peers.

14. Equal Opportunities

We are committed to providing equal opportunities for all our children and ensuring that **all** children have access to the full curriculum.

15. Health and Safety including risk assessments and e safety

All trips and visits will have risk assessments prior to taking place. Some practical activities in the class room will also need separate risk assessments. It is the class teacher's responsibility to assess the activity and inform the subject leader. The subject leader will ensure that the appropriate risk assessments are produced prior to the activity taking place. These will be written in consultation with Andrew Varker, Polly Taylor or Hilary Tyreman.

E-Safety

All pupils and staff need to have signed our Acceptable Users Agreement on internet and digital images. See also our E-safety policy.

Safeguarding and Prevent Duty

All staff must follow school policy and procedures on safe guarding and the Prevent duty.

16. Parental involvement

At St. Mary's we believe that education works best when working in partnership with parents and carers. All parents and carers are given a topic leaflet each term outlining the main areas to be covered and detailing some of the activities.

Homework

Children are given homework as set out in our Homework policy. We encourage parental involvement in learning, encouraging parents to hear their children read, support them with their homework and also get involved with the children's Home-Learning projects. The main objective is for children to talk to their parents/carers about their learning in school and together explore a different aspect of the topic.

Open ended homework tasks are set linked to the topic and, for KS2, always set before the topic commences to generate interest following initially exploration with the children about what they already know and would like to find out. A grid is given to the child with ideas that links the topic to different curriculum areas. The aim of the task is to foster creativity and obtain a variety of outcomes. All work is celebrated in assembly and also on our Open days for parents. Certificates are also awarded to all those children that complete a home school project.

17. Governor involvement

Governors with subject links are invited into school regularly to take part and assist in activities and also to monitor subject areas. These reports are then shared at governors meeting and points of action noted and acted on.

18. Volunteers

We encourage parent volunteers to help with different aspects of the curriculum, most notably reading. All volunteers have DBS checks, receive induction into school and those working on reading are given advice on our reading methods to help children improve in this area.

19. Monitoring of this policy

The head teacher, Assistant Head teacher and the governors will monitor the implementation of this policy.

20. Resources and links to other policies

Curriculum planning tools, cycle of topics and proformas for planning leaflets are all stored on the school server under staff/public/curriculum

Our curriculum policy is linked to all other subject area policies and also our overall Teaching and Learning policy.