



# **CURRICULUM POLICY**

# **Curriculum Policy for St Mary's C.E. School**

**Approved by Curriculum and Standards Committee:  
Date of next review:**

**February 2017  
February 2020**

## **Curriculum Policy**

At St Mary's CE School, we know that our learners need to be flexible, adaptable and equipped to deal with the changes around them.

We believe the curriculum should enable our pupils to

- ❖ become successful learners who enjoy learning , make progress and achieve
- ❖ be confident learners who are able to live safe, healthy and fulfilling lives
- ❖ be responsible citizens who make a positive contribution to society.

St Mary's offers a broad and balanced curriculum supported by our strong Christian ethos that:

- ❖ will inspire and challenge
- ❖ recognises the importance of the basics of English and numeracy
- ❖ promotes excellence and enjoyment
- ❖ values speaking and listening
- ❖ respects diversity and promotes equal opportunity
- ❖ develops independent thinking, learning and an ability to question and reflect
- ❖ embraces new technologies and opportunities
- ❖ promotes high self-esteem: acknowledging individual ability and achievement
- ❖ encourages respect and an ability to respond positively to others
- ❖ develops skills needed to become active and responsible members of the community, the country and the wider world

In partnership with parents and the community we strive to deliver a curriculum that is inclusive and meets the needs of our learners. Our curriculum includes the totality of all our pupils' learning experiences and comprises the Early Years Foundation Stage, the National Curriculum Key Stage 1 and 2, Religious Education and the wider curriculum.

### **Curriculum Content**

In order to develop skills for learning and for life, our curriculum content is based upon a framework of personalised learning and thinking skills and the functional skills of English, mathematics and digital literacy and computing. Our pupils will need these skills for future employment and to achieve success in life. The framework identifies six skills:

- Independent enquiry
- Creative thinking
- Reflective learning
- Team co-operation
- Self-management
- Effective participation

English and mathematics as core subjects are given a greater amount of teaching time; this reflects the governors' and staff commitment to raising standards. Computing is used across the curriculum as well as being taught as a discrete subject. Reading, spelling, punctuation, grammar and mathematical skills are subjects in which the children are tested in Standard Assessment Tests (SATs).

Children in Reception will follow the Early Years Foundation Stage Curriculum:

There are three prime areas:

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

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

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

From Year 1 upwards all pupils follow the National Curriculum. The subjects are: English, mathematics, science, history, geography, computing, art and design, music, physical education, languages and design & technology. As a Church of England school, St Mary's follows the LDBS guidelines for Religious Education.

English and mathematics follow the National Curriculum Framework and all other subjects (apart from RE) are based upon guidance from the Qualifications and Curriculum Authority. Religious Education follows the LDBS syllabus. Personal, social, health education and citizenship is taught through an agreed scheme of work with elements of the Social and Emotional Aspects of Learning (SEAL) materials and as a discrete subject and/or through assemblies, circle time or visiting professionals.

The Governing Body in discussion with the Headteacher agrees the Relationships and Sex Education Policy.

### **Implementation**

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to achieving. Through the provision of rich and varied activities we aim to:

- encourage the best possible progress and highest attainment for all our pupils
- develop both independent and collaborative learning
- enable pupils to make connections across different areas of learning
- respond to diverse learning needs
- set suitable learning challenge

- overcome barriers to learning
- use assessment and target setting to enable pupils to make optimum progress
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding
- Use the locality and wider area to enhance learning outside of the classroom

## **Organisation**

Work is planned by the class teachers and shared with the class team. Teachers make clear the learning objectives and the success criteria and exemplar work is shared to scaffold learning. Curriculum targets are set in KS1/KS2 for maths and English. Some subjects are taught through linked topic areas and the Topic Map will be kept up to date on the school website.

Half termly letters are sent out to parents and published on the website giving details of areas of learning to be covered during the period and any visits. Weekly emails to parents detail forthcoming learning. The Home Learning Policy details how homework will support the curriculum and teaching.

Subject Leaders are responsible for keeping Schemes of Work up to date and monitor subject teaching through classroom observations and book looks across the key stages.

Staff are encouraged to teach to their strengths and may teach in other classes and year groups.

Differentiation is used to ensure that work and challenge is in place for all pupils.

A variety of whole class, group and individual teaching methods are used, delivered through teacher, Higher level Teaching Assistant and Teaching Assistant (TA) support. Through provision mapping, support can be targeted to meet need (see SEN Policy and Able & Talented Policy).

Tracking of pupil progress is undertaken through summative and formative assessments and the data is recorded through Target Tracker.

Learning Profiles (LPs) in support of SEN children are updated termly.

Termly meetings between teachers and SLT are held for progress to be measured and interventions adjusted.

We aim to keep up to date with new initiatives and directives from the Department for Education and the local authority. There is a strong commitment to Continuing Professional Development (CPD) for all staff through weekly staff meetings, INSET and local and national training. Staff work in groups on initiatives to raise standards and whole school targets from part of staff appraisal annually.

We understand the importance of a smooth supported transition of pupils from the foundation stage to KS1, from KS1 to KS2 and from KS2 to KS3. Teachers meet across key stages to monitor the movement of pupils and exchange information. Pupils have an opportunity at the end of each academic year to spend a morning with their new teacher for the following year. Reception class teachers will meet with

families of new children starting school and pupils in Year 6 will spend a day at their new secondary school.

The school is committed to the broader aspects of the curriculum and this is reflected in:

- a weekly creativity afternoon
- before and after school activities and clubs
- participation in local, national and interschool competitions
- music tuition and whole school music through choir and orchestra
- cultural, creative and sporting links with the local community – through the church, FE establishments, health, police and local magistrates, RFU – that are celebrated through plays, assemblies, themed weeks/days, concerts and tournaments

### **Roles and Responsibilities**

The Headteacher has responsibility for the leadership of the curriculum together with the Deputy Headteacher and the Senior Leadership Team for monitoring its provision.

The Special Needs Co-ordinators are responsible for the development of provision mapping and for supporting the work of support staff to achieve the best possible outcomes for individual pupils.

Teachers ensure that the curriculum is well planned and taught and that the objectives are achieved for the class.

The Governing Body monitors the success of the curriculum at committee level and at full governing body meetings through the Headteacher's report to governors.

This policy will be reviewed every two years by the Curriculum Committee.

### **Equal Opportunities**

St Mary's CE School is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities.

The Governing Body recognises that no one should receive less favourable treatment than another on the grounds of gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of the above policy as it is the governors' aim that no-one at St Mary's school should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.