



Saint Edmund's Catholic Primary School
'Together we learn and grow through worship and celebration'

Curriculum Policy

Committee responsible for policy	Curriculum and Achievement
Approved by Committee /FGB	January 2019
Statutory/Non-statutory	Non-Statutory
Frequency of Review	Free to determine – 3 years
Date of last review	January 2019
Date of next review	January 2022
Purpose of policy	To ensure teaching staff are clear about expectations of the curriculum – both formal and extra activities.
Consultation	All Staff Achievement Committee
Links to other policies	Marking and Assessment Planning

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Introduction

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 and RE Curriculum Directory, 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', 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 a full range of knowledge and skills, this so they achieve their true potential developing and understanding their relationship with God.

Values

Our school curriculum is underpinned by the values within our Mission Statement – 'Together we learn and grow through worship and celebration'. The curriculum itself 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 Christian lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- 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 digital literacy;
- 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 national and diocesan curriculum requirements, taking into account new initiatives;
- 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;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We use long-term plans as agreed nationally and review them on an annual basis.

We have adopted the National Curriculum and RE Curriculum Directory. Our medium-term planning comes directly from the guidance documents. We adapt published schemes of work to complement and support the curriculum eg White Rose. Early Years use the Early Learning Goals as the basis for their planning.

Short-term plans, on a weekly/daily basis are kept on the staff server to be accessed by all staff for monitoring purposes as well as hard copies for ease of reference.

Children with additional / special needs

The curriculum is designed to provide equal access and opportunity for all our children. Where necessary, resources and delivery are adapted to ensure the needs of all individuals are met.

The school complies with the requirements set out in the SEND Code of Practice in providing for children with special needs. The class teacher makes an assessment of need and seeks to provide differentiated educational opportunities within the normal class organisation. It may be appropriate to involve External Agencies and we may consider putting the child forward for a statutory assessment of special educational need which may lead to an Education Health Care Plan.

Children with additional or special needs may have an Individual Educational Plan (IEP) or Support Plan and their names placed on the special needs register. The IEP or Support Plan sets out the nature of their need, outlines how the school will aim to address it and notes targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Refer to the SEND policy for a more detailed explanation.

Children with English as an additional language are supported at the earliest of stages, their first language is celebrated and we ensure that they have equal access to all areas of the curriculum. Links are made with their parents/carers and their progress is monitored and targets shared.

The Foundation Stage

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We build positive partnerships with a variety of nurseries and other pre-school providers in the area.

We are well aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Staff with Teaching and Learning Responsibilities.

All staff are expected to play a key role in the development of a subject within the school (this may be applied for or allocated depending on the needs of the school at the time).

It is the role of staff to keep up to date with developments in their subject area at both national and local level. They review the way their area is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Curriculum plans are reviewed and staff ensure that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They 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.

Monitoring, evaluation and review

The School Governors are responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its review and development.

We have named governors for RE, English, Mathematics, Computing, Child Protection and Special Needs, as well as Pupil Premium and Sports Funding. The governors liaise with teaching staff to monitor these areas.