

St Thomas More Catholic Primary School

Curriculum Policy

Introduction

The curriculum is all the planned activities that are organised 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.

The aim is 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 achieve their true potential.

Values

The school curriculum is underpinned by the Christian values that are adhered to at school.

The curriculum is based on the following values:-

- the way in which all children are unique, the curriculum promotes respect for the views of each individual child, as well as for people of all cultures and faiths.
- the spiritual and moral development of each person, as well as their intellectual, emotional and physical growth.
- the importance of each person in the community. The curriculum is organised in order to promote co-operation, respect and understanding between all members of the community.
- the rights enjoyed by each person in society. The school respects each child in the school for who they are and they are treated with fairness and honesty. The school aims to enable each person to be successful and equal opportunities are provided for all the children in the school.
- the environment and through the curriculum, the school aims to teach respect for the world, and how it should be protected for future generations, as well as our own.

Aims

The aims of the school curriculum are:

- to create and maintain a learning environment which truly reflects the teachings of Christ;
- to enable all children to learn and develop their skills and talents 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 (ICT);
- to enable children to be creative and become independent thinkers and learners;

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- to teach children about their developing world, including how the 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 National Curriculum and the agreed syllabus for Religious Education in Catholic schools;
- 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

The curriculum is planned in three phases.

A **Long-term plan** for each key stage is agreed.

This indicates what topics are to be taught in each term, and to which groups of children. The long-term plan is reviewed on an annual basis.

With **Medium-term plans**, clear guidance is given on the objectives and teaching strategies that are used when teaching each topic.

The **Short-term plans** are those that the teachers write on a weekly or daily basis. These are used to set out the learning objectives for each week, and to identify what resources and activities will be used in the lesson.

A themed approach is adopted to curriculum planning. The curriculum is planned carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals. There is planned progression in all curriculum areas.

Children with Special Educational Needs

The curriculum in the school is designed to provide access and opportunity for all children.

The requirements set out in the SEN Code of Practice are complied with in providing for children with individual special needs. Ongoing formal and informal assessment tracks children's progress in their learning and highlights special needs. In most instances the teacher is able to provide the resources and educational opportunities which meet the child's needs within the normal class organisation. Appropriate external agencies may be involved to assess and support children's learning.

The school provides an Individual targets for each of the children who are on the special needs register. These highlight the nature of the special need and set out targets for teaching. School reviews and monitors the progress of each child at regular intervals.

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The Foundation Stage

The curriculum that is taught in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. The curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

The school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception classes builds on the experiences of the children in their pre-school learning.

During the children's first term in the reception class, the teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

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

Key skills

The school believes that all children need to make good progress in the following skill areas in order to develop to their true potential:

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

In the curriculum planning these skills are highlighted, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills.

The role and responsibilities of the subject leader

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.

It is the responsibility of each subject leader to:

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

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review 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;
keep a portfolio of children's work, which can be used to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

The governing body's Strategic committee is responsible for monitoring the way in which the school curriculum is implemented and resourced. This committee reviews each subject area in its cycle of review and development.

The school has named governors for each of the school's priorities in the School Improvement Plan. The governors liaise with the Key Staff of these areas and monitor closely the way the school works to raise standards.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors plans to ensure that all classes are taught the full requirements of the National Curriculum, and lessons have appropriate learning objectives.

This policy is linked to the following policies:

SEN policy

Foundation Stage policy

Ratified – July 2014

To be reviewed – July 2016