



'Growing, loving and learning in the arms of Mary'

Curriculum Policy



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Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, 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 experiences of our children. It also includes the 'hidden curriculum', or 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At St Mary's RC Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Please see [Preparing Children for Life in Modern Britain](#) for more information about this.

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 organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at St Mary's to have a spacious outdoor learning environment. This is respected and used by all in school 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.

At St Mary's our values permeate all areas of school life and are reflected by the schools ethos statement:
'Growing, loving and learning in the arms of Mary'

Aims

At St Mary's, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations

- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

NATIONAL CURRICULUM

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Structure

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools, must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

The Secretary of State for Education is required to publish programmes of study for each national curriculum subject, setting out the 'matters, skills and processes' to be taught at each key stage. Schools are free to choose how they organise their school day, as long as the content of the national curriculum programmes of study is taught to all pupils.

The structure of the national curriculum, in terms of which subjects are compulsory at each key stage, is set out in the table below:

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>
Foundation subjects		
Art and design	<input type="checkbox"/>	<input type="checkbox"/>
Citizenship		
Computing	<input type="checkbox"/>	<input type="checkbox"/>
Design and technology	<input type="checkbox"/>	<input type="checkbox"/>
Languages		<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>

We hold the National Healthy School Award, International School Award, Activemark, Artsmark, Eco Schools Green Flag and Physical Education Kit Mark.

The teaching of modern foreign languages is also undertaken in Key Stage 1 and 2. Italian is taught by our Italian member of staff.

Music tuition is provided through a variety of sources in Violin, Chalumeau, Recorder, Woodwind, Drums, Keyboard and Brass.

Religious Education

All schools are required to teach Religious Education. In Catholic schools, Religious Education is considered as a core subject accounting for approximately 10% of all curriculum time. Our school uses the Diocesan Programme 'Come and See'.

Parents are informed in advance of the topics to be covered through a termly leaflet distributed to all children. Topics are explored at a level appropriate to the age and experience of the children. Visits are made and visitors come to school to support learning.

Assessment/Target Setting

How do we assess children at St Mary's RC Primary School?

This is undertaken in lots of different ways, and often changes as pupils' progress through the school.

Year Group methods used:

Reception - Talking to pupils, observing pupils, looking at work produced, gathering information from parents, listening to children.

Year 1 - Talking to pupils, observing pupils, looking at work produced, listening to children, providing assessment tasks, many through one to one discussions.

Year 2 - Talking to pupils, observing pupils, looking at work produced, listening to children, providing assessment tasks to gather information for national testing for 7 year olds (SATS)

Year 3 - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

Year 4 - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

Year 5 - Talking to pupils, observing pupils, looking at work produced, listening to children, end of term assessments, end of year tests in reading, writing and mathematics.

Year 6 - Talking to pupils, observing pupils, looking at work produced, listening to children, formal assessments as part of national testing for 11 year olds (SATS)

In addition to this, teachers gather information through:

Diagnostic assessments which tell us children's strengths and weaknesses and helps teachers to identify what to teach in the future in order to improve and develop areas where children are not confident. Marking of work – such information enables teachers to plan effectively for future lessons by looking at strengths and weaknesses.

Swimming

Swimming is usually undertaken in block sessions using the facilities at Thornhill School. Currently children from Year 4 attend swimming lessons.

The children will learn skills such as sculling, treading water, swimming strokes such as front and back crawl. Safety rules both in and out of the water will be taught. Children walk to the baths accompanied by staff.

Special Educational Needs and Disability (SEND)

St Mary's School welcomes all children in the community. We ensure that all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school takes its duties to children with SEN and disabilities very seriously and will take all reasonable steps to admit children with SEN and disabilities and give them the fullest possible access to premises and the curriculum.

The school has adopted plans, which are reviewed annually by governors, for progressively and over time increasing access to the school for disabled pupils. These include physical improvements and changes to policies and practices where these are appropriate and possible. The persons responsible for co-ordinating the day to day provision of education for pupils with SEN are **Mrs Roddy and Mrs Collingwood** can be contacted at the school.

St. Mary's endeavours to ensure that all children in the school are fully included in school life. However, St Mary's School is a mainstream school and does not have specialist staff or resources to provide for pupils with complex needs that may require specialist facilities.

Any complaints about the provision of Special Educational Needs (SEN) will be addressed through the school's existing Complaints Procedure (copy available on request from the school) and should be directed in the first instance to the Headteacher.

Homework

St Mary's School seeks to use homework as another step in the all-round development and formation of our children. Homework is seen by the school as an opportunity to extend, develop and reinforce work undertaken at school. The arrangements for homework lies with the phase leaders.

We seek parental cooperation in ensuring that homework is returned to school promptly, signed and in good condition. Your help with these tasks cannot be underestimated and is greatly appreciated. The teachers are only too willing to give you guidance in how best to help your child at home.

PHASES

Foundation Stage

At St Mary's RC Primary School we follow the Early Years Foundation Stage Curriculum which enables our children to learn and develop skills, attitudes and understanding in these areas of learning:

The prime areas:

- Personal, Emotional and Social Development
- Communication and Language
- Physical development

The specific areas are:

- Mathematics
- Literacy
- Understanding the World
- Expressive Art and Design

Throughout the EYFS we plan activities to give children learning experiences and opportunities to work towards the Early Learning Goals and prepare them for the National Curriculum. Teaching and learning will take place within the classroom and outside areas. Within these areas children will participate in a variety of activities, both with an adult and independently.

At St Mary's RC Primary School we seek to provide 'a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly' (Statutory Framework for the Early Years Foundation Stage (2014))

Year 1

Children leave Foundation Stage with increasing independence and they have been used to making their own choices about their learning through play. In Year 1 the children still have access to continuous provision where they can make choices about how they will play and how they can learn independently.

Children in Year 1 are gradually introduced to lessons such as English, Mathematics and History in a very practical way. The children spend some time working with the teacher and sometime consolidating what they have learned in the continuous provision. As the children progress through the year their concentration span improves and they begin to work in the classroom with the teacher for a sustained period of time. In 2012 the Government introduced National Phonic Check, which takes place in June.

Year 2

In Year 2 most children are ready take part in all National Curriculum subjects. The children in Year 2 are less likely to have access to continuous provision but lessons are still taught in a fun, practical way.

The children learn about topics such as Titanic, The Fire of London, puppets and holidays in the past. The children are expected to apply basic skills they have learned in Literacy and Mathematics and apply them in other curriculum areas.

At the end of Year 2 children will leave Key Stage 1 and begin Key Stage 2. In Year 2 the children are assessed against national expectations in tests known as SATs. (Standardised Assessment Tasks)

Lower Key Stage 2

Entering Year 3 marks the transition from KS1 (Infants) to Key Stage 2 (Juniors) for the children. Lower Key Stage Two sees them becoming more independent learners as their concentration and attention span grows. The curriculum is more formalised and secure routines are established. It is vital that parents play their part in this by ensuring that their children are fully prepared for school: homework completed and returned as requested. The routines established in LKS2 set a pattern for the children's future academic life.

Upper Key Stage 2

This phase of the school comprises years 5 and 6. In this phase we aim to consolidate and build upon previous learning whilst encouraging children to become more independent learners. The skills the children acquire during their time in years 5 and 6 and the experiences they enjoy, allow them to grow in maturity, enabling them to move forward with confidence to their next phase of education in Key Stage 3.

Part of this process of transition to secondary education begins in Year 5 where children experience visits to St Anthony's to undertake Design and Technology projects. In year 6 children visit St Aidan's to experience lessons in Mathematics, Science, Geography and French. During Summer Term, Year 6 children have the opportunity to visit their chosen secondary school to receive further information about Year 7.

EXTENDED SCHOOLS

Mrs Harrison (Extended Schools Coordinator) coordinates activities and communicates arrangements.

St Mary's Roman Catholic Primary School has a strong commitment to developing the extended schools' programme. We have been recognised for our commitment in this area by achieving the QISS Mark (Quality in School Support)

School runs a successful Breakfast Club each day 8.00am – 9.00am catering for up to 30 children from Y1-Y6.

Activities take place before school, at lunchtime and after school usually finishing at 4.30 pm. Clubs are usually offered in a block provision, are seasonal or year round. Provision is currently made for children from Reception to Y6 in a wide range of activities catering for all interests and include.

- ✓ Indoor Athletics
- ✓ Dance
- ✓ Design and Technology
- ✓ School Council
- ✓ Football (Girls and Boys)
- ✓ ICT Club
- ✓ Lunchtime Club (Special Educational Needs)
- ✓ Gymnastics
- ✓ Music (Violin, Recorder, Woodwind, Brass, Drums, Keyboard)
- ✓ Netball
- ✓ Tag Rugby

- ✓ Year 2 and Year 6 Booster Groups
- ✓ School Action Group
- ✓ Highland Dancing/Tap Dancing
- ✓ Drama
- ✓ Cricket
- ✓ Science Club
- ✓ Library
- ✓ Art Club
- ✓ Choir
- ✓ Karate

These activities are open to all children irrespective of ability, girls and boys work together. Activities are led by teaching and teaching support Staff, parents and specialist providers. Please note that many activities are targeted to particular age groups and some incur costs.