



CURRICULUM POLICY

Our school curriculum is underpinned by the values within our Mission Statements. 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.

At Sacred Heart and St Mary's RC Primary School we believe that our curriculum should provide our children with an exciting and stimulating learning environment. The curriculum should be relevant to the children's life experiences, should inspire and engage them in their learning and enable them to work in a flexible and collaborative way using their imagination. Our curriculum builds on the children's knowledge and helps them develop key skills and enthusiasm for learning. The taught curriculum is comprised of The National Curriculum and the wider curriculum and meets statutory requirements. The wider curriculum includes activities such as clubs, school trips and events such as topic weeks or half terms e.g The London Project. We share our curriculum plans with parents each half term, in the form of a parent information sheet. The aim is that parents can be fully informed as to the subject areas their children will be learning and can support them in this at home.

Values

- 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 curriculum will help our children to:

- Develop lively and enquiring minds and a growth mindset
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and computing skills
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations, including an appreciation of British values
- Express themselves creatively and enjoy the creativity of others
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence
- Achieve to the best of their potential and raise their attainment

To achieve these aims, the curriculum is planned to be:

- **Broad** - so that it provides a wide range of knowledge, skills and experiences
- **Balanced** - so that each subject has sufficient time to contribute effectively to learning
- **Relevant** - so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** - so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** - so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** - so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** - so that there is equality of opportunity for all

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for the whole school. This indicates what topics are to be taught in each term, to each year group. This information is collated onto a whole school curriculum map, which is published on the school website. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the learning objectives and teaching strategies, including computing where appropriate, that we use when teaching each topic. In Maths and English we follow the objectives as set out in the new National Curriculum and use the Wandsworth plans.

We follow the Pie Corbett Grammar appendix when planning grammar. (See attached). We use Alan Peat's "Exciting Sentences" and "Punctuation Progression (punctuation face)" and various Alan Peat apps and resources for fiction and non fiction writing. We also follow the 'Come and See' programme to teach RE.

<http://www.comeandseere.co.uk>

Our short-term plans are those that our teachers write on a weekly basis for English and Maths. We use these to set out the learning objectives for each session, and to identify how work will be adapted to suit the needs of the children, including those with SEND (see SEND policy).

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive 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. This takes place in the form of Family Learning opportunities.

The Foundation Stage

The curriculum that we teach in Nursery and Reception meets the requirements set out in Development Matters in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play and by engaging in well-planned adult-led as well as child-initiated activities. The outdoor environment has equal importance with the indoor environment and teachers plan for this accordingly.

Teachers regularly make assessments of the children. These assessments form an important part of the planning for each child. See the Foundation Stage Policy for more information.

The Role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage of their 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.
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Monitoring and Review

Our governing body's Curriculum and Standards committee is responsible for monitoring the way the school curriculum is implemented. There is a link governor for each of the core subjects and these governors meet with coordinators as well as reviewing their action plans.

The Executive Headteacher and Associate Headteacher are responsible for the day to day organisation of the curriculum. The English and Maths Leaders and Phase Leaders monitor the lesson plans for English and Maths across the school, the books and conference the pupils ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Equal Opportunities

We will ensure every child has access to a wide curriculum of which the National Curriculum, and Development Matters are an integrated part, taught through a range of educational experiences of the highest standard possible using the best resources available to us. We recognise that children have differing starting points, backgrounds and abilities. We will endeavour to meet the needs of those children with particular disabilities to ensure they too can have equal access and realise their potential.

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