

St Mary's Catholic Primary School, Axminster

Curriculum Policy



Due for review every year
Reviewed by Teaching and Learning Committee
Adopted Sept 2013

Mission Statement: To educate and to develop every child's potential within our Catholic School Family.

Rationale

In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in prayer and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

At St Mary's we believe it is vital for the school to have a Curriculum Policy so that activities can be designed which further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The management of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote public, and particularly parents' and carers', understanding of the curriculum.

The Curriculum Policy:

- sets the school curriculum at the centre of the school's Strategic Management Plan;
- sets the school curriculum at the centre of the School Development Plan
- secures equality of access and opportunity for each pupil;
- informs the development and use of staff, equipment and other resources.

Aim

To manage the curriculum effectively in accordance with the vision and aims of the school in order to meet the needs and aspirations of its pupils.

Objectives

1. To maintain a written policy for the effective management of the curriculum.
2. To allocate responsibilities for curriculum management clearly and appropriately.
3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets statutory requirements.
4. To group pupils according to a clear and appropriate rationale which promotes the school's vision and aims.
5. To express the curriculum in the form of policies, schemes of work and lesson plans.
6. To enrich the curriculum with a programme of extra-curricular activities.
7. To resource the curriculum appropriately.
8. To improve curriculum provision continuously through a process of review.
9. To monitor and review on a regular basis the policy and procedures for curriculum management.

Objective 1. To maintain a written policy for the effective management of the curriculum.

The School Curriculum Statement sets out the school's curricular aims and principles and the manner by which statutory requirements are met. The School Policy on Collective Worship has also been produced.

Objective 2. To allocate responsibilities for curriculum management clearly and appropriately.

The Governing Body is responsible for approving the School's Curriculum Statement and Policies for

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each curriculum area, after they have been formulated by teachers and discussed with the Teaching and Learning Committee and the Subject Governor responsible for that curriculum area.

The Headteacher is responsible for ensuring that long-term, medium-term, weekly and daily planning provide for pupils to engage in a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work.

After consultation with other members of staff, subject leaders are responsible for writing Schemes of Work (medium-term plans), and providing guidance to other teachers in drawing up lesson plans. Individual teachers are responsible for drawing up and carrying out detailed study units and individual lesson plans, based upon those Schemes of Work, outlining objectives, learning opportunities (including use of ICT where appropriate), and methods of assessment.

The headteacher and subject leaders are responsible for monitoring the quality of teaching and learning in each area of the curriculum.

Subject Leaders take responsibility for the following subjects:

English (Literacy)
Mathematics
(Numeracy) Science
Art and Design
Design Technology
Geography
History
I.C.T.
Music
P.E.

Religious Education
Personal, Social, and Health Education
(including Citizenship)
Early Years Foundation
Stage Special Needs
Able and Talented Pupils
Primary Languages

To develop staff confidence and competence in teaching each subject, the subject leader will attend appropriate staff development activities, including subject conferences where appropriate; identify with the headteacher whole-school training needs as a result of the Monitoring and Evaluation programme and performance management; arrange for appropriate advice and information from Staff Development activities and other sources to be disseminated, and where appropriate to be included in improvement planning and turned into practice; arrange, where appropriate, school-based training.

Other areas of responsibility are assigned for:-

Assessment
Staff
Development
First Aid
Grounds
Health and
Safety

Internal Display
Liaison with
Preschool
Liaison with Other
Schools
Liaison with Church
Library

One teacher co-ordinates intervention throughout the school including SENCO, Gifted and Talented and Pupil Premium children.

Objective 3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets statutory requirements.

The School Curriculum Statement is reviewed annually.

Each year, the School Curriculum Priorities are set out in the School Development Plan. The School Staffing Structure, Ofsted SEF and School Prospectus are updated regularly, as well as the Teaching and Learning Policy and details of time allocations for each subject.

The school is committed to provide a broad and balanced curriculum for all children which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum for Key Stages 1 & 2 includes the National Curriculum subjects as specified in the Programmes of Study, together with Religious Education taught according to the Catholic RE syllabus, and a daily collective act of worship. The National Curriculum and Religious Education provide the basic building blocks for constructing the school's curriculum. The school acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way, and takes these components as its starting point when designing and timetabling its curriculum – a curriculum which reflects the school's values, aims and aspirations and which is right for its children and the community it serves. The challenge is to customise this basic entitlement to learning, and, in the context of Government policies and initiatives, create its own distinctive and unique curriculum to reflect its aims and priorities.

Objective 4. Grouping Policy

Class Placement Policy

There are 6 "statutory age" years plus reception year (Foundation Stage) in which there is one point of entry through the year, in September.

The following criteria should be used in determining class groupings and placement of children:-

- a) Class sizes should be more or less equal.
- b) As far as possible, movement between classes during the year is avoided.
- c) As few age groups as possible should be split between classes whilst observing a) and b) above.
- d) When an age group has to be divided, date of birth and a professional judgement by teachers of pupils' likely reaction and performance should be used in deciding placement.
- e) Key Stage 1 and Key Stage 2 children should be kept in different classes.

Objective 5. Policies, Schemes of Work and Lesson Plans

Policies are developed following a framework, agreed by staff and approved by governors, which is set out below.

Schemes of Work are drawn up by the subject leaders after consultation with staff, and show the means by which the National Curriculum Programmes of Study are followed in the school.

Lesson Plans are drawn up by individual teachers. These should meet statutory requirements and the aims, objectives and principles of the School Curriculum Policy for all lessons, and should be derived from the Schemes of Work.

Schemes of Work are reviewed regularly and developed in the light of experience and the needs of the school at any given time.

Subject policies follow the following framework:-

- A. Rationale
- B. Aims
- C. Objectives
- D. Principles of Teaching and Learning
 - a) Differentiation and Special Needs
 - b) Breadth and Balance
 - c) Variety
 - d) Relevance
 - e) Cross-curricular skills/themes
 - f) Continuity and Progression
- E. Curriculum Design (if appropriate)
- F. Assessment Recording and Reporting
- G. Resource Planning
- H. Role of the Subject Leader: Leadership
- I. Further Policies (if appropriate)
- J. Safety (if appropriate)
- K. Review

Lesson Plans clearly set out teaching objectives and assessment of how effectively pupils have met these objectives.

Planning will:

- a) incorporate the early Learning Goals, the National Curriculum Programmes of Study and the Catholic Syllabus for Religious Education
- b) set out clear objectives.
- c) be informed by ongoing teacher assessment, results and analysis of results, including question level analysis
- c) summarise what pupils will do and the resources they will need.
- d) show how knowledge and learning can be extended and the work differentiated.
- e) provide opportunities for children to work in groups, individually, pairs and as a class as appropriate for optimum progress.

Objective 6. To enrich the Curriculum with a Programme of Extra-Curricular Activities

Lunchtime and After School Clubs and Activities

Such activities are arranged to extend activities already undertaken as part of the National Curriculum or to introduce further leisure or sporting activities for the benefit of all pupils - or of pupils of appropriate ages within limits of safety and manageable numbers.

The following activities are arranged whenever possible, at appropriate times: gardening, dance, drama, computers, football, netball, tennis, tag rugby, chess, art, poetry, craft, cooking, cycle training, games club, bible study, science club, choir, orchestra, wind band, string orchestra and music seeds. Other clubs are always being considered according to parental and pupil requests and need.

These rely completely upon members of staff and volunteers. Time is given freely and without recompense by school staff and/or voluntary helpers.

All voluntary helpers directly involved with children will be investigated by the LA and Criminal Records Bureau for possible criminal background under the School's Child Protection Policy.

Other Activities

Music lessons are arranged through peripatetic music teachers. These usually take place during the school day, including lesson times, and are undertaken on the understanding that children may miss other lessons as a result of their parents' choice to arrange lessons.

The cost of both sets of arrangements above are met by the parents whose children are involved, meeting the cost of tuition and administrative time.

Objective 7. To resource the curriculum appropriately

As part of their monitoring and evaluation activities, subject leaders review the resources available in school, and during the Autumn Term, put forward an expenditure plan for the following financial year.

Objective 8. To improve curriculum provision continuously through a process of review

The headteacher and governing body agree the School Development Plan and the priorities for curriculum improvement. This results from the findings of the ongoing School Self-Evaluation programme and includes the results of specific curriculum results analyses, including the school's own extensive tracking systems and Raiseonline. Issues arising from Ofsted and/or LA monitoring, including the Annual Review Visit, and School Improvement Partner discussion also become priorities for curriculum improvement. Other priorities for improvement are introduced from time to time, such as Fairtrade status and the Silver Science award.

Aspects of the four core areas of English, Mathematics, Science and ICT are reviewed in each financial year, and aspects of all other subject areas reviewed as needs are identified, but no later than three years from the last review.

The School Development Plan identifies how information is to be gathered, how that information is to be used to inform strategic planning. The school's strengths and areas for development are kept under constant review, as are areas for development and issues to be addressed by individual teachers, subject leaders and the whole school.

Objective 9. To monitor and review on a regular basis the policy and procedures for curriculum management

This policy and procedures for curriculum management will be reviewed in accordance with the cycle of policy review within the School Development Plan.

This Policy should be read in conjunction with St Mary's Primary School's Policies for:

- **Whole School Safeguarding**
- **Positive Behaviour and Discipline**
- **All curriculum subject policies**
- **Equality**