

Chorley, St. Mary's Catholic Primary School

Curriculum Policy

Reviewed April 2010

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MISSION STATEMENT

St Mary's is a welcoming Christian community which upholds the values of justice, respect and equality and promotes enthusiasm for life and learning.

1. Introduction

The curriculum is all the planned activities that we 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 the 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 while developing knowledge and skills, so that they achieve their true potential.

2. Values

Our school curriculum is underpinned by the Christian values of the Catholic Church outlined in our Mission Statement. The curriculum 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 lives.

At St. Mary's we are in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. 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.

3. 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 information communication technology.
- 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 all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.
- 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, high self-esteem and to be able to live and work co-operatively with others.

4. Organisation and planning

We plan our curriculum in three phases, Early Years Foundation Stage, Key Stage 1 and Key Stage 2. We have agreed to follow QCA schemes of work in Science, I.C.T. and the Foundation subjects and the 'Here I Am' Diocesan Religious Syllabus for Religious Education. For the Early Years Foundation Stage the Statutory Framework and Practice Guidance for the Early Years Foundation Stage are followed.

QCA schemes and the Statutory Framework and Practice Guidance for the Early Years Foundation Stage give clear guidance on the objectives and teaching strategies to be used when teaching each module. As we have adopted the renewed Primary Strategies for Literacy and Mathematics for our school, we take our medium term planning directly from the guidance documents.

Since QCA schemes contain our learning objectives our short-term plans are those that our teachers write weekly to identify what resources and activities are going to be used in the lesson.

At the Early Years Foundation Stage an inter-disciplinary topic approach to curriculum planning and delivery has been adopted to give full coverage of all aspects of the Early Learning Goals.

At Key Stage 1 and Key Stage 2 the curriculum at St. Mary's places a greater emphasis on the core and foundation subjects but links are made to other subjects when appropriate. E.g. Art modules sometimes focus on aspects of the history module, and Design Technology often overlaps with Science. During a half term modules of either history or geography, and art or Design Technology will be studied but over the three terms of the academic year each child has the opportunity to experience the full range of National Curriculum subjects.

5. Children with Special Educational Needs

At St. Mary's the curriculum is designed to provide access and opportunity for all children. If it is necessary to adapt the curriculum to meet the individual needs of a pupil the parents will be consulted and the child included on the S.E.N. Register.

Everything is done to meet the individual needs of pupils on the Special Educational Needs Register. We fully comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. In most instances the teacher, in consultation with the Special Educational Needs Co-ordinator is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. However, if a child has more specific needs and a Statement of Educational Needs is a consideration, we involve the appropriate external agencies to make an assessment.

The school provides an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how we will aim to address it. It also sets out targets for improvement so that we can review and monitor the progress of each child at regular intervals.

6. The Early Years Foundation Stage

The curriculum taught in the reception class meets the requirements as laid down in the Statutory Framework and Practice Guidance for 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 these documents.

We fully support 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 positively build a partnership with our own pre-school and other pre-school providers in the area.

During the first term in the reception class the teacher makes a baseline assessment using PIPs and the Early Years Foundation Stage Profile to record the skills of each child on entry to the school. In addition, during the course of the year the Early Years Foundation Stage Profile for each child

notes progress against the Early Learning Goals. Both assessments form an important part of future curriculum planning.

At St. Mary's 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.

7. Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Through delivery of the curriculum we aim to encourage development of these 'key skills' and all subject areas contribute to a child's progress in this area. We believe that all children need to make good progress in these skill areas in order to develop to their true potential.

8. The role 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;

Subject leaders are given non-contact time as and when necessary to carry out duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

Each subject leader reviews 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. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9. Monitoring and review

The Governors' Curriculum Committee is responsible for monitoring the way that the school curriculum is implemented. This committee reviews each subject area as review and development take place.

There is a named governor for literacy, numeracy and Special Educational Needs. These governors liaise with the subject leaders of these areas, monitor closely the way in which teaching and learning take place and report annually to the governing body.

The head teacher is responsible for the day-to-day organisation of the curriculum. He monitors the Medium term, weekly plans and evaluations for all teachers, ensuring that all classes are taught in line with the National Curriculum, and that all lessons have appropriate learning objectives.

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