

St Vincent's Catholic Primary School



Curriculum Policy

Approved by: Governing Body

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Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Safeguarding policy
- Assessment policy
- SEND policy and information report
- Teaching & Learning Policy
- Subject policies

MISSION STATEMENT & VALUES

GOD'S CHILDREN ARE THE FOCAL POINT OF OUR SCHOOL COMMUNITY. WE STRIVE TO CREATE A FRIENDLY, ENJOYABLE WORKING ATMOSPHERE BASED ON CHRIST'S WORD, WHERE COMMUNICATION BETWEEN HOME, SCHOOL AND PARISH IS OF PARAMOUNT IMPORTANCE.

WE AIM TO PROVIDE A CATHOLIC EDUCATION FOR OUR CHILDREN, IN WHICH CHRISTIAN VALUES ARE SHARED AND LIVED BY ALL. WE WORK TO PROVIDE COMMITTED TEACHING, GIVING DUE REGARD TO THE REQUIREMENTS OF THE NATIONAL CURRICULUM. OUR SCHOOL OFFERS A SECURE AND CARING ENVIRONMENT WHERE THERE IS EQUALITY OF OPPORTUNITY FOR EACH CHILD TO REALISE HIS OR HER POTENTIAL.

WE SEEK TO ENABLE CHILDREN TO GROW IN INDEPENDENCE, TO VALUE A HEALTHY LIFESTYLE BOTH PHYSICALLY AND EMOTIONALLY AND TO HAVE RESPECT FOR THEMSELVES AND OTHERS. CHILDREN ARE ENCOURAGED TO AIM FOR THE HIGHEST STANDARDS OF BEHAVIOUR AND TO FOSTER AN AWARENESS OF MORAL AND SOCIAL ISSUES WITHIN OUR OWN COMMUNITY AND IN THE WIDER WORLD.

WE AIM TO DEVELOP UNDERSTANDING CITIZENS OF THE 21ST CENTURY WHO RECOGNISE THE NEED TO PARTICIPATE IN A CARING AND RESPONSIBLE WAY FOR THE SUSTAINABILITY OF OUR WORLD.

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. Reading and early reading is at the core of our curriculum. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, SEND, SMSC, British Values and Teaching and Learning policies.

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

1. Intent

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- Where a child's special educational needs or disability means they are unable to achieve the expected level of attainment, focus will be on pupil progress from year to year to ensure best possible progress
- Where a child's special educational needs or disability means they are unable to access the full curriculum, adaptation or reduction in the curriculum will be made to enable the best possible progress
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Reading, especially the development of early reading is a priority in our school. Our pupils are encouraged to read for pleasure and to read widely. We use the *Rigby Star Scheme in KS1* for reading and *Read, Write Inc* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually, in the early years and in whole class reading sessions. In KS2 we use *Project X* and *Tree Tops* with free readers. Whole class reading sessions cover fiction, non-fiction and poetry books. Whole class reading also develops the children's comprehension skills. A range of ICT programmes, such as *Bug Club* are used to enhance learning. Weekly reading assemblies take place to enhance the love of books. Reading throughout the school is embedded across all subjects.

Parents are given clear expectations about reading at home.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. High standards of writing is maintained and developed across other curriculum subjects.

Handwriting sessions, using *Pen Pals* are incorporated into the English lessons as well as focused lessons in the early years.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. Maths is addressed in other subjects and children are taught to develop the links needed for further life learning.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

RE

RE is a focal point in our school and lessons are dedicated to Christ and his teachings. We strive to ensure that Catholic Education plays a central and vital part in our school. We provide opportunities for the development of a personal relationship with God and to enable the spiritual development of each child. Our focus is to make children more aware of themselves and more sensitive to people and things around them, as a contribution to their personal development and moral and spiritual growth. We help the children to develop moral qualities of self discipline, perseverance, determination, patience, fair play and consideration for others. We help pupils to become familiar with the traditional forms of prayer and provide a good experience of liturgy. In this way we prepare them for Christian moral education and formation of conscience and to develop an awareness of Jesus, through prayer and teaching and a devotion to Our Lady. within the school life the teacher uses situations which arise to develop the spiritual and moral awareness of the children. Our teachers create an ethos where children are confident to question the meaning and purpose of their life and to appreciate one another's point of view. There are cross curricular links at every stage the Religious Education which is properly adapted to circumstances, age, ability and understanding of each child. Staff are aware of the significance of language and visual images used and presented in the development of equal opportunities in terms of gender and race. We help recall, deepen, clarify and extend what children experience at home while understanding that the school may be a child's only experience of Church. Our teachers create meaningful interaction between home, school and parish relating to a child's religious development. Lessons are planned to allow a child expresses himself orally or in role play, to work well in a group and relate well to others. Children are taught to accept responsibility for work and show respect and tolerance for others by listening to their point of view. We encourage all children to distinguish between opinion belief and fact based on reasoned opinions and evidence

At St Vincent's religious education is taught through The Way, the Truth and the Life programme. It is supplemented with other resources – God's Loving Plan and PSHE Coram.

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate as well as developing links with other subjects. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals and the seasons. Visits by specialists during science week will enhance the delivery of our science curriculum. In the spring term we will be looking to hatch and nurture our own chicks and in the

summer term we will release the butterflies we have watched develop from their caterpillar stage.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

History / Geography

We follow the national curriculum to deliver history and geography subject skills and understanding. Our programmes are carefully balanced and planned to be age appropriate across the years. Curriculum maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in history and geography teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Within history and geography we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, important people and places in our own locality. Time is taken to provide further opportunities to learn about people and cultures. Where appropriate, trips to support pupils' learning and to enhance the curriculum is undertaken. We welcome parental help on these.

Geography Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History Programme of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Art and Design

Art has a very important place in our curriculum and is weaved into our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

They will be introduced to the Great Masters and a wide variety of other artists and their styles. We have *Art Days* with a whole school focus on one artist or painting and work is displayed. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking workshops teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing

skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school. The children are expected to stage their own performance at Christmas and at the end of year upper key stage 2 performance. Pupils also have the option of taking external examinations from LAMDA, an organisation accredited to offer exams in the 'Speaking of Verse and Prose' and 'Acting'.

Computing

We do have discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as cameras and lpadis is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

From Year 3 to Year 6 we teach Spanish to all children. However children from Reception to Year 2 are introduced to Spanish through simple words, phrases and songs. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games will be regularly used. We will have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine.

At Key Stage 2 level we have weekly sessions which will help them with choices of what to study at their next schools.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

In our school music is taught by a specialist across all stages and to all children. In music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to a variety of lessons and activities to create, mood, atmosphere and to help thinking. Music will be heard every day in our classrooms.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. Our PE sessions focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 2 pupils' lessons include music and movement, dance, apparatus work and well being exercises. Swimming is introduced to the timetable in Year 4 and Year 5. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and London based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE and Relationship & Sex Education

PSHE, or personal, social, health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Through our PSHE programme we also address the statutory requirements relating to relationships and sex education.

All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They learn about a variety of cultural events such as Diwali, Hanukkah, Shrove Tuesday and Shavuot. Planting and growing things are important aspects of our PSHE curriculum and we link this to an understanding of healthy eating. All pupils are *taught* about relationships, including differences and how to stay safe.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Individual members of staff are responsible for individual subjects.

4. Implementation

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The learning of phonics is introduced in the first week of reception. We have also included the learning of a modern foreign language. In EYFS and KS1 we introduce children to basic colours greetings etc. We have music, and ICT skills in our curriculum and devoted specific time to the development of thinking skills.

Free Flow Play is an important part of the weekly timetable.

5. Inclusion

Pupils with SEN/D will be measured by their progress not by their attainment. Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- school visits,
- meetings with the school council and groups of children
- meeting with subject leaders
- governors meetings
- subject leaders reports

Subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies,
- learning walks,
- book scrutinies,
- talking to the children
- lesson observations

Subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the headteacher/ /subject leader the policy will be shared with the full governing board

6. Impact

Our curriculum strives to deliver a broad and balanced rich curriculum that at each end point prepares our children for transition to the next step of learning. That there is no conflict between high achievement, progress and a deepening of knowledge and culture.

That all pupils including those with SEND are equipped with the skills needed for life. We aim to ensure all children develop resilience and a recognition of their place in the wider community. We endeavor to ensure that our children are equipped to meet challenges they may face with sound and safe judgments and decision making.

We recognise and support, that tests and SAT's are only one part of a child's learning and that at St Vincent's outcomes are balanced with first-hand pupil learning.