



St. Joseph's
Catholic Primary School

Curriculum Policy

socially mistakes morally potential
confidently spiritually
Grow Learn academically
Love St Jesus world
ourselves faith
others Joseph's

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Mission Statement:

At ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!

LOVE	LEARN	GROW
Love of our faith	Learn about our faith and Jesus	Spiritually
Love of Learning	Achieve our potential	Academically
Love life/the world	Learn from our mistakes	Morally
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially

Overview Statement

St. Joseph's School is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for. We aim to make provision for academic achievement and the spiritual, social, moral, cultural, physical and creative development of our children.

In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in a belief in our saviour Jesus Christ, based on the truth of the Bible, 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, each other, the wider community and the world.

We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, relevant up to date research, the professionalism of our staff and education best practice – which all inform our decisions.

We believe that our curriculum should prepare children for a lifetime of learning. They must develop a love of learning and a thirst for knowledge.

This policy is intended to be used in conjunction with the Curriculum Intent, Implement and Impact Document (appendix 1) and the overview documents for each year group and each subject area, that give details of what pupils will cover. It should also be read in conjunction with the following policies:

- Teaching and Learning
- SEN
- Homework
- Assessment

Statutory Requirements

The curriculum delivered to pupils at St. Joseph's Primary School provides them with access to the full National Curriculum, and fulfils certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

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,
- 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. (The National Curriculum in England – Key stages 1 and 2 framework documents, September 2014).

In addition, The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. (Statutory Framework for the Early Years Foundation Stage, March 2017)

Primary schools must also:

- make provision for a daily act of collective worship (National Curriculum, 2014)
- teach Religious Education (RE) to pupils (National Curriculum, 2014)
- make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2014)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019).

Principles

We strive for consistency across the school and within year groups, with agreed approaches, using a range of teaching and learning strategies and styles which develop our core values of Love, Learn, Grow and develop our learning characteristics of Independence, Curiosity, Motivation, Reflection, Independence, Teamwork and Bouncing-back. We believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults.

Our curriculum includes various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what children learn from the ways they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and cooperate with others, while at the same time developing their knowledge and skills in order to achieve their full potential. Accordingly, St. Joseph's provides an educational environment which is caring, friendly, well structured, positive and academically challenging to each individual pupil.

Organisation and Planning

Children are organised into mixed ability classes of approximately 30 children in each class. All children benefit from the appropriate level of differentiation, scaffolding and extension within this environment. Provision is made for a range of activities and opportunities to enrich the lives of young people, families and the wider community.

Our curriculum planning has a three phased approach.

- Long term plans for each key stage. These indicate the topics to be taught in each term and each subject. We review these long-term plans on an annual basis at the end of the Pentecost term.
- Medium term plans give clear guidance on the objectives, content, teaching strategies and progression in each subject.
- Short term plans are those that our teachers produce on a weekly or daily basis. These set out the objectives for each session and identify the resources and activities to be used in the lesson.

In the Early Years Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Development Matters. We ensure that there is planned progression in all curriculum areas, based on the children's interests and the continual evolution of medium-term plans.

Teachers have joint, dedicated time to plan in their year group's weekly and subject leaders have curriculum release time to support, moderate and monitor across the school. A regular feature of our weekly staff meeting is curriculum focus time, where we share good practice, look at books or scrutinise planning.

Pupils at St. Joseph's are taught English, Maths, Science, RE, Art, Design and Technology, PSHE and Citizenship, Computing, Languages (KS2 – Spanish), Humanities (Geography and History), Music and PE. We enrich our curriculum with access to Sports Coaches from The Elms, who deliver PE sessions to children in Years 4-6, peripatetic music lessons through Bucks Music Learning Trust and through our Forest School and Outdoor Learning Curriculum.

Enhanced Learning Opportunities

The school provides an enhanced curriculum to increase children's enjoyment and achievement. Themed days, visiting theatre groups, visits to places of interest tie in with the curriculum and Book Week, Sports Festivals, Wellbeing Week, Healthy Living Week, National and International events such as World Peace Day and Black History Month are celebrated. All these events provide our children with real experiences and enhance their motivation.

At every turn, we encourage our children to look beyond themselves and our school. We believe we are an integral part of our local community and are keen to share our resources, time and skills with others by participating in local events such as the CSP Christmas Evening, CSP Feast Day, Parish Day and liaising with several local residential homes.

Our additional extra-curricular activities include: Languages, Sports, Music, Science, Dance and Art.

We have a functioning learning environment to set the appropriate mood for learning and provide a creative environment to engage our pupils and link to all areas of the curriculum. We have two dedicated ICT rooms, an Art /DT room, a Music room and numerous spaces to provide for small group working.

Homework is provided for children in a range of formats. We link our wider topic learning to independent learning through our Discovery projects, where children work independently on an aspect of the topic they are covering and produce their work over the 6-week period. Once a year, we have a dedicated assembly and discovery viewing morning for parents in each year group to share the children's achievements in this area.

The Curriculum and Inclusion

We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. St. Joseph's is an inclusive school. We accept children of all abilities and those with EHCPs. We believe all children deserve the right to a broad and balanced curriculum.

The curriculum is designed to be accessed by all children who attend the school. Additional provision is made for our higher attaining learners through ensuring there is challenge for all abilities in each lesson. If a child displays signs of having special educational needs, then his/her class teacher assesses this need, adapts the curriculum through scaffolding or additional provision and consults the SENCO. If a child's need is severe, we involve appropriate external agencies in making assessments. We always provide additional resources and support for children with special educational needs where possible. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then this is only done after consultation with parents.

The Early Years Foundation Stage

Children learn basic skills through play-based activities which are carefully planned to include the prime and specific areas of learning.

Prime Areas: Personal, Social and Emotional Development, Communication and Physical Development.

Specific Areas: Literacy, Maths, Understanding of the World, Expressive Art and Design.

In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

The aim of the EYFS curriculum is to ensure equal access to the EYFS learning objectives, whilst also taking into account previous learning experiences and individual rates of development.

The curriculum that we teach in our Pre-School and Reception meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on Development Matters as set out in these documents, and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities.

We are aware that all children need the support of both their parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping parents informed about how the children are being taught and how well each child is progressing.

Key Stage 1 / Key Stage 2

Below is some guidance on the amount of curriculum time per subject per week. This is subject to change, as our timetables are not static and children may be taught subjects at different times through cross curricular linking.

Key Stage 1	Key Stage 2
Maths – daily	Maths – daily
English – daily (incorporate 10 mins of handwriting)	English – daily (1 lesson to incorporate SPAG)
Whole Class Reading – 2/3 x weekly	Whole Class Reading – 4 times a week (30 mins sessions)
Phonics – 4 times a week (30 mins sessions)	RE – 2 hour per week
RE – 1 hour 40 mins per week	Collective Class Worship – 1 session a week
Collective Class Worship – 1 session a week	Science – 2 hours a week
Science – 1.5 hours a week	Computing – 1 lesson a week
Computing – 1 lesson a week	MFL (Spanish) – 1 lesson a week
PE – 2 lessons a week (check on festival days / mornings or afternoons and these can count in PE allocation (so if you have a festival day in a half term 1 x PE lesson for that half term is appropriate)	PE – 2 lessons a week (check on festival days / mornings or afternoons and these can count in PE allocation (so if you have a festival day in a half term 1 x PE lesson for that half term is appropriate)
PSHE – 1 lesson a week	PSHE – 1 lesson a week
Topic (History / Geography/ Art / Design and Technology) – 1 dedicated afternoon / plus an additional 40-50 mins	Topic (History / Geography/ Art / Design and Technology) – 2 dedicated afternoons
Music – 1 lesson a week	Music lesson- 1 lesson a week

The role of the Subject Leader is to:

Each subject leader provides the long-term planning and ensures that it is in line with the National Curriculum for coverage of their subject. They ensure that there is progression as children move through the year groups.

The Subject Leader role involves:

- Providing a strategic lead and direction for the subject
- Supporting and advising colleagues on issues related to the subject
- Monitoring pupils' progress in the subject area
- Providing efficient resource management for the subject
- Reporting to the Headteacher and Governors on the strength and areas for development of the subject and strategies for improvement.

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 school and plan for improvement. This development planning links to whole school objectives. Each Subject Leader reviews the curriculum plans for subject links and sees that progression is planned for.

Assessment

There is a separate assessment policy that should be read in conjunction with this policy. Assessment is carried out across the school. Children are assessed against the EYFS Development Matters in Reception and through termly assessments during Key Stage 1 and 2. Teacher assessment is carried out on an ongoing basis using Insight Tracking Programme and other relevant assessments and observations.

In the Pentecost Term children undertake statutory assessments in key year groups:

- Children in Year 2 and Year 6 take statutory assessments
- Children in Year 1 take the phonics screening assessment
- Children in Year 4 take the times tables check.

Monitoring

The class teacher and Subject Leader are responsible for the day to day organisation of the curriculum. They monitor the weekly lesson plans, ensuring that all classes are taught the full requirements of the agreed schemes of work and that all lessons have the appropriate learning objectives.

Subject Leaders monitor the way subjects are delivered throughout the school through lesson observations, book monitoring and learning walks. They examine long term, medium term and weekly planning and ensure the appropriate teaching strategies are used. Subject Leaders are also responsible for monitoring the way in which resources are stored, shared and managed.

The Deputy Head oversees curriculum development within the school. Each subject has a Link Governor, who meets once a term with the subject leader to have an understanding of the teaching and learning in that subject, developments and overview of assessment.

Review

This policy will be reviewed by the staff and governors every 3 Years.

Appendix 1 – Curriculum Overview



ST JOSEPH'S CURRICULUM

INTENT - LOVE

To inspire a love of learning, a thirst for knowledge and understanding about God, ourselves and our world.

IMPLEMENTATION - LEARN

Ensuring a broad, balanced and engaging curriculum that is accessible to all learners.

IMPACT - GROW

Our pupils leave each key stage and the school ready to make a difference in the world.

ST JOSEPH'S CURRICULUM

INTENT - LOVE

As a Catholic School, we strive to ensure that the children receive an enriching experience, based on the life and teachings of Jesus Christ and Gospel values. Ensuring that the dignity of each person as a child of God is recognised and developed.

The curriculum is taught through discrete subject teaching of English and Maths along with a Topic approach that embraces all other subject and links to English and Maths where appropriate.

Fire pupils' curiosity, inspire a love of learning and a thirst for knowledge.

Develop pupils' capacity to learn and work independently and collaboratively.

Pupils are happy to take risks and see mistakes as an opportunity to learn.

Enable pupils to think creatively and solve problems.

Develop behaviours, characteristics and habits to become effective lifelong learners.

Being mindful of how pupils learn, our curriculum subjects interlink when possible so that pupils have plenty of opportunities to revisit knowledge in different contexts, make connections and move knowledge gained to long term memory.

Pupils to be ready to meet the challenges of the next part of their educational journey.

Give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens.

Develop in individuals - faith, spirituality and build a firm set of personal morals to engage in the culture they live in and understand the cultures of others.

Provide a full core offer of extended school provision - to promote physical health and wellbeing, as well as increasing the love and curiosity of topics, a wide variety of clubs both after school hours and during lunch times are offered.

IMPLEMENTATION - LEARN

RE – As a Catholic school, the RE curriculum is central to the whole school curriculum and underpins all our teaching. It is a core subject and we follow 'Come and See' scheme of work with timetabled collective worship and 10% curriculum time.

Focus on teachers having good knowledge of the subjects they teach and refine their knowledge and skills through attending training, sharing best practice and undertaking relevant research.

Subject leaders provide colleagues with effective support for planning, resourcing and teaching and updates on current initiatives.

Well devised curriculum for each year group with opportunities for enhanced entry and exit activities for each topic.

Balanced / flexible timetabling.

St. Joseph's Key Learning Document is used across the school to support teacher planning and to ensure that knowledge and skills are taught in a logical and progressive order.

Embed St. Joseph's learning characteristics in all lessons.

Key learning structure for all lessons through 'St. Joseph's Every lesson – Everyday'.

Teachers use assessment effectively to check understanding and inform next steps so that knowledge is gained, applied and consolidated. Pupil progress meetings (held termly), linked to agreed data drop points, to discuss the progress of every child and to put in additional interventions as required.

A wide variety of teaching methods are used, designed to give children the chance to learn in various ways – including whole class, group and individual work.

Make learning 'irresistible' through enriching experiences; such as specific learning days/ weeks, regular trips, learning outdoors, motivating experiences and inspiring visitors.

IMPACT - GROW

Use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Curriculum leaders monitor individual subjects: reviewing learning, through 'planning scrutiny' 'book looks' and 'pupil conferencing'. Providing individual feedback to move learning forward, celebrating positives and highlighting areas of development.

Both formative and summative assessment approaches are used. Outcomes in each subject are monitored and tracked termly to ensure pupils progress in knowledge, skills and understanding in all subjects throughout the key stage.

Children find their learning enjoyable and memorable – there is a buzz in the classrooms.

Irrespective of ability, background, ethnic origin or gender, access to all aspects of the curriculum is equal for all to ensure parity for all groups of pupils.

The curriculum is adapted for children with different abilities or educational needs to ensure all can succeed.

Pupils' achievement is above national average in all reported subjects.

All pupils make progress from their starting points.

The children leave each key stage and the school (in Year 6) ready to move on successfully. They are academically, physically and spiritually developed with an established love of learning.