



Curriculum Policy

ST MARY'S AND ST SAVIOUR'S

Written by: **Curriculum Committee**

Ratified: **Spring Term 2018**

To be reviewed: **Every 2 years**

Next Review: **Spring Term 2020**

Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and 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 experience 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.

2.0 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. 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.

2.2 St Mary's and St Saviour's are schools with both a Christian foundation and a living connection with the local faith and wider community. We have always sought to express our Christian ethos in practical ways that make a difference. Although there is a diversity of belief and emphasis within our existing school community, we do ask that everyone at St Mary's and St Saviour's understands our values and endeavours to join us in living them out, whatever their particular task or role. By values we mean descriptions of the way in which we hope every member of the school, adults and children, will conduct themselves through life. In short they answer the question: how do we do things round here?

2.3 St Mary's values are: **respect, caring, forgiveness, truth, equality, faith, and wisdom.** St Saviour's values are: **love, truth, respect, forgiveness, faith, serenity and tenacity.**

2.4 The Federation also has a set of British Values:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

2.5 These values are intended to include every interaction in school life, not just something adults do to children. Everyone has a role in modelling, showing and sharing them. They also form the way in which we hope all our policies and procedures will be applied to situations as they arise.

3.0 Aims and objectives

3.1 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 English, maths and computing;
- 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, including our British Values;
- to fulfil all the requirements of the National Curriculum and the Chelmsford Diocesan Board of Education Religious Education Syllabus;
- to teach children to have an awareness of their own Christian and 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 and high self-esteem, and to be able to live and work co-operatively with others.

4.0 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each year group, based on the National Curriculum. We review our long-term plan on an annual basis.

4.2 With our medium-term plans, we give clear guidance on the objectives to be taught in each half term. For some subjects, we have schemes of work to support this process. We aim to provide a cross-curricular approach to learning.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session; the success criteria and to identify what resources and differentiated activities we are going to use in the lesson.

4.4 In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

5.0 Children with Special Educational Needs & Disabilities

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Details of how the curriculum may be altered to meet the individual needs of children with Special Educational Needs and disabilities can be found in our policy on SEND.

6.0 The Foundation Stage

6.1 The curriculum that we teach in the Reception class meets the requirements set out in the Statutory Framework 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 this document. Details of what happens in reception are found in our Early Years Foundation Stage policy.

7.0 Key skills

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

- communication;
- application of number;

- computing;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum planning we cover these areas in planning via: Communications, Language & English; Mathematical Development; Creative Development; Knowledge & Understanding of the World; Personal, Social & Emotional Development and Physical Development, so that the child's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. GET/Our School believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8.0 The role of the subject leader

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- develop a clear picture of the quality of teaching and learning in that subject via a range of monitoring strategies;
- 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.

8.2 The school gives subject leaders non-contact time, so that they can carry out the necessary 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 the School Development Plan, to which each subject leader contributes. SLT/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 also writes a policy and keeps a subject file.

8.3 Subject leaders request inset allocation (which are considered by the SLT when drawing up inset timetable) in order to deliver their SDP/Action Plan. Subject leaders create, resource and deliver the required inset – having discussed ideas beforehand and had the final format approved by their link SLT person.

9.0 Monitoring and review

9.1 Our local governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

9.2 We have named link governors for English, maths, computing and Special Educational Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The HT/HoS is responsible for ensuring the quality of the day to day organisation of the curriculum.

9.4 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They scrutinise samples of workbooks across the key stages to

ensure standards are being met. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.