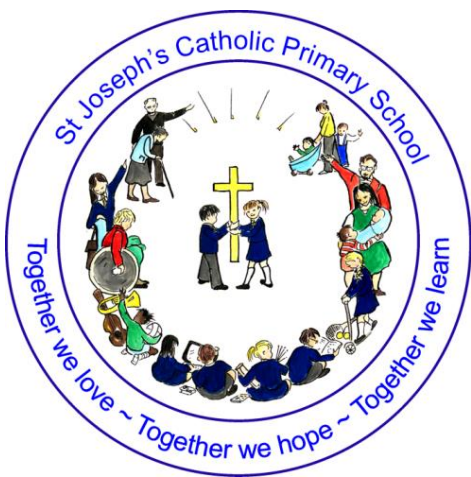




St Joseph's Catholic Primary School

Curriculum Policy



Reviewed: January 2019

Next review: January 2021

Vision

Together we love – Together we hope – Together we learn.

Mission

St Joseph's Catholic Primary School is an inclusive, vibrant, Catholic community where we enable and encourage everyone to share and nurture a love of learning and the love of Christ.

Together, we hope to inspire ourselves and each other to be the best we can and to embrace our future with confidence.

Introduction

St. Joseph's curriculum is designed for St Joseph's children. As our Mission Statement clarifies, we "meet children where they are" celebrating diversity and responding to individual needs. In developing our curriculum, we are looking at how best to equip all our children with the skills required for a good life in the 21st century.

1. Aims

At St Joseph's we have four fundamental aims:

- Provide a broad and balanced education for all pupils.
- To help children become successful learners who enjoy learning, make progress and achieve to the best of their ability.
- To nurture confident individuals who are able to live safe, healthy, and fulfilling lives.
- To help children grow to be responsible citizens who make a positive contribution to society.

2. Objectives

This policy reflects the requirements of the National Curriculum programmes of study. It also reflect 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. 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. At St Joseph's we will develop the subject curriculums to fulfil these objectives:

- Provide essential learning skills through programmes which are planned to ensure continuity and progression.
- Enable the children to be creative, resourceful, and adept at identifying and solving problems in a cross-curricular approach.

- Offer opportunities for children to be inquisitive and to think for themselves by using information processing, reasoning, questioning and evaluating.
- Nurture communication skills in a number of ways, beginning with the key skill of collaboration in a social setting.
- Help children to understand how they learn, and that learning through mistakes is important.
- Ensure that children are able to learn independently and with others by assessing progress, being pro-active in meeting their needs and having flexible groupings.
- Help children to know and understand the big ideas and event that shape our world.
- Be sure that our curriculum is enjoyable and motivational so that all children achieve well now and in the future.
- Our curriculum encompasses learning without limits whereby children can choose their own level of learning.

Underpinning our curriculum are the tenets of the Catholic Faith. We believe that with our core values based on the Gospel of Jesus Christ, St Joseph's children will:

- Have secure values and beliefs and be able to distinguish right from wrong.
- Have a sense of self-worth and personal identity.
- Appreciate the beauty and benefits of diversity.
- Respect others and act with integrity, making good relationships.
- Understand their own and other cultures and traditions.
- Challenge injustice and try to live peaceably with others.
- Sustain and improve the environment in school, in the local community and globally.
- Make healthy life-style choices.
- Take managed risks, stay safe and be enterprising.
- Be self-aware and able to express and deal with their emotions.
- Recognise their talents and have ambitions.
- Become responsible citizens of the future.

3. Responsibilities

Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.

- It participates actively in the decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Headteacher

The Head Teacher 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 to individual pupils will be met.
- Sufficient time is allowed in the school timetable for teaching the required elements of the curriculum.
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum.
- Requests to withdraw children from curriculum subjects are managed effectively.
- The school's procedures for assessment meet all legal requirements.
- The governing body is advised on whole-school targets in order to make informed choices.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

Other Staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject coordinators take responsibility for mapping the delivery of the curriculum across the year groups.

4. Organisation and planning

At St Joseph's our broad and balanced curriculum is based on the September 2014 Nation Curriculum for Key Stages 1 & 2 and the Early Years 2012 Framework in Reception.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. Teachers plan lessons based around the children's interests and next steps identified through their professional judgements and formal assessment.

See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

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 SEND.
- Pupils with English as an additional language (EAL).

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

Further information can be found in our SEND and Inclusion policies.

6. Monitoring arrangements

Governors monitor coverage of the National Curriculum subjects and compliance with other statutory requirements through feedback from the Headteacher, learning walks, reports from the subject coordinators and data from both summative and formative assessment.

Subject coordinators monitor the way their subject is taught across the school through learning walks, book scrutinies and topic mapping in each year group. They also have responsibility for monitoring the way in which resources are stored and managed.

Approved by Governing Body: 24th January 2019

Next review January 2021