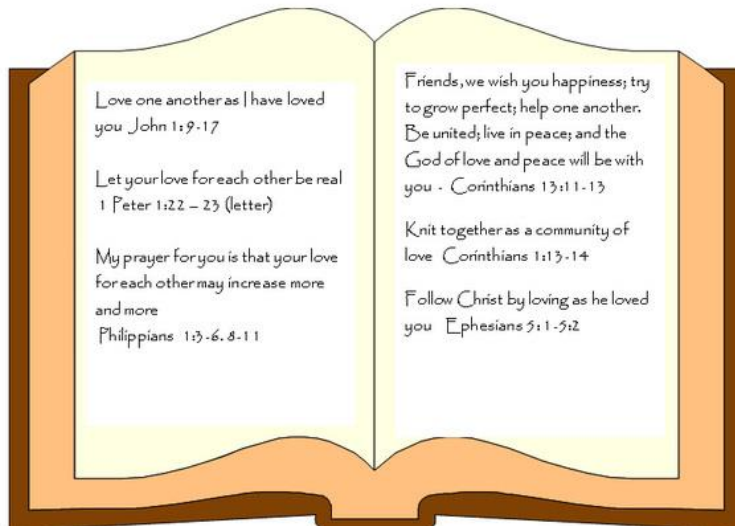




18. Curriculum Policy

Policy Valid until Autumn 2021
Policy owned by Head teacher

Grow in Love



St Joseph's Catholic Primary
School

Mission Statement

**For and on behalf of the
Board of Governors**

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Headteacher

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Date:

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Policy status

This policy is reviewed on a Tri-annual basis.

Consultation

This policy was established and reviewed by all school staff in consultation with the governing body.

Purpose

- We aim to provide the pupils with a broadly based and balanced curriculum set within a framework that expects and seeks to attain high achievement from all pupils- through the values which we endeavour to uphold and live by:
 - the promotion of their full spiritual, academic, personal, social and physical development;
 - helping pupils to make decisions in line with our Mission Statement;
 - showing tolerance and respect for others;
 - the ability to work well with others, showing social skills of co-operation and leadership;
 - motivation and the ability to build on experience and to learn from mistakes;
 - the ability to remember facts accurately and use them in written form;
 - the encouragement of independence in work and judgement;
 - the ability to identify and solve problems independently

- More specifically we aim to
 - To embed Religious Education in all aspects of their learning experiences
 - To teach and apply developmentally appropriate literacy and numeracy skills across a rich, broad and balanced curriculum
 - To develop in pupils a high level of competence in the core subjects of Religious Education, English, Mathematics and Science in order to provide a secure foundation for lifelong learning.
 - We acknowledge that every child is unique, each with their own talents and interests. By providing a broad curriculum we hope to ensure that every child is engaged and stimulated so they enjoy the school experience and have the opportunity to succeed thereby developing their self-esteem.
 - To actively promote our Welsh culture, language and heritage across the curriculum.
 - To develop ICT as a tool to enhance learning, and in an increasingly technological world to provide children with the skills they will need for future success.

The Curriculum

Foundation Phase

Our Foundation Phase classes explore the statutory '7 Areas of Learning' which are delivered through practical activities and active learning experiences both indoors and outdoors. These '7 Areas of Learning' are:

- Personal and Social Development, Well-being and Cultural Diversity
- Language, Literacy and Communication Skills
- Mathematical Development
- Welsh Language Development

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- Knowledge and Understanding of the World
- Physical Development
- Creative Development.

The curriculum is planned so that developmentally appropriate literacy, numeracy and ICT skills can be applied and assessed throughout the day.

Religious Education is embedded in all aspects of pupil learning experiences in our school.

We use incidental Welsh in all lessons and we are working to increase the percentage of lessons taught through the medium of Welsh.

Planning for the areas of learning/schemes of work are reviewed and adapted, as part of regular school self-evaluation processes, and as required by local and national priorities.

Key Stage 2

In Key Stage 2, RE, English, Maths, Welsh and PE are taught in subject specific lessons. A thematic approach is used to deliver the curriculum content for Science, ICT, History, Geography, Art, DT and Music.

The curriculum is planned so that developmentally appropriate literacy, numeracy and ICT skills can be applied and assessed within the thematic sessions.

Religious Education is embedded in all aspects of pupil learning experiences in our school.

We use incidental Welsh in all lessons and we are working to increase the percentage of lessons taught through the medium of Welsh.

Planning for the areas of learning/schemes of work are reviewed and adapted, as part of regular school self-evaluation processes, and as required by local and national priorities.

Classroom Organisation

Pupils are taught in mixed ability, single age classes for the majority of curriculum time. There is some setting across Key Stage 2 for Maths.

Roles and responsibilities of Curriculum or Area of Learning Leader/Headteacher

- To take the lead in the production of schemes of work, designed to ensure progression and continuity throughout the school.
- Support colleagues in their development of detailed work plans and implementation of the schemes of work.
- Monitor progress in each subject/area of learning and advise the Headteacher and governors on action needed.

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- Form links with Curriculum/Area of Learning governors and prepare reports for Governors' meetings as required
- Take responsibility for the purchase and organisation of central resources for each subject/area of learning.
- Keep up to date with developments in the subject/area of learning and disseminate information to colleagues as appropriate.

Roles and responsibilities of other staff

- Class teachers are responsible for implementation of the schemes of work.
- They will plan effectively to develop skills within and across all curriculum subjects in accordance with schemes of work.
- They will monitor and assess the progress of skills and report to parents in line with school procedures.

Roles and responsibilities of the Governing Body

- The governing body is responsible for monitoring this policy.
- A member of the governing body will be designated to liaise with each of the Curriculum/Area of Learning Post Holders to monitor and report on standards of teaching and learning

Equal Opportunities

All children will have access to a broad and balanced curriculum.

The curriculum will be differentiated appropriately to meet the diverse needs of all children. All children have the right to be included in the life of the school on a social, locational and functional basis. (See Strategic Equality Plan)

Additional Learning Needs

Pupils recognised as having additional learning needs will be closely monitored. In the teaching and learning of more able and talented children, staff will support and guide the pupils to extend, challenge and enrich their thinking, understanding, skills and knowledge through differentiated tasks.

Curriculum Cymreig

Pupils will be given opportunities, wherever appropriate to develop and apply knowledge and understanding of the cultural, economic, environmental, historical and linguistic characteristics of Wales.

Personal and Social Education

Learners are given opportunities, where appropriate;

- to promote their health and emotional wellbeing
- to promote their moral and spiritual development
- to become active citizens
- to promote sustainable development
- to prepare for lifelong learning

Assessment

The aim of assessment is to measure the children's knowledge, skills and understanding, to set targets to enable them to progress most efficiently and to drive planning in order to help the child achieve their targets and make progress.

- Statutory assessments take place:
 - The end of Foundation Phase (in Year 2) and the end of Key stage 2 (in Year 6)
 - National Reading, Procedural Maths and Reasoning tests (Years 2-6)
 - Internal Reading Tests (October)
 - Standardised spelling test – Young's Parallel Spelling (October and May)
- Members of staff regularly level work and meet termly to standardise pieces of work in the core subjects.
- Children's progress is monitored using internal tracking systems
- In Year 6 we maintain sample pupil profiles for core subjects at Level 3, 4 and 5 and we meet with our High School Cluster to moderate these profiles.

This policy is available on the school website, and in translation, on request.