



Curriculum Policy

Local to St Felix RC Primary School

Part of the Our Lady of Walsingham Catholic Multi Academy Trust

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Mission Statement

“As true followers of Jesus learning together, our school strives to be a community where everyone is valued, nurtured and encouraged to reach their full potential and where Christ’s teaching guides responsible attitudes towards each other and the wider world.”

Contents:

Statement of intent

1. Curriculum intent
2. School ethos and aims
3. Legal framework
4. Roles and responsibilities
5. Organisation and planning
6. Subjects covered
7. PSHE
8. Reporting and assessment
9. Equal opportunities
10. Supporting pupils with SEND
11. Extra-curricular activities
12. Monitoring and review

Statement of intent

Each school within our Trust is distinctive, because our entire educational policy and approach is inspired by and flows from the vision of life, which is enshrined in our faith tradition and our service to the children in our care. Our Catholic faith perspective is not simply an added extra but it is integral to the whole life of the school and permeates every aspect of the curriculum.

At St Felix, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

1. Curriculum intent

This is a Catholic school which seeks to live out the values of Jesus Christ. We promote these values by our words and deeds, and Catholic doctrine and practice therefore permeates every aspect of the school's activity. We provide a Catholic curriculum, which is broad and balanced, recognising that every pupil is unique and is created in the image of God (Gen 1:27).

Catholic Religious Education is the "core of the core curriculum" (Pope St John Paul II) and the foundation of the entire educational process.

We incorporate democratic principles, value the rule of law, support individual liberty and foster a community in which different faiths and beliefs are respected."

Curriculum Directory for Catholic School, 2015 CES

Our Curriculum Drivers:

Possibility

Community

Responsibility

At St Felix, these are our curriculum drivers which are underpinned by our Catholic faith. We believe our pupils should be made aware of the many opportunities that exist for them in the modern world and aspire to fulfil their dreams through hard work and a realisation that we are all part of a global family which brings with it both rights and responsibilities

We have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. We aim to ensure pupils enjoy learning and feel prepared for life after school. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in section 6 of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

2. Curriculum aims

2.1. The overall aims of the curriculum are to:

Enable all pupils to act in the interest of all as Followers of Christ

Enable all pupils to understand that they are all successful learners.

Enable pupils to understand the skills and attributes needed to be a successful learner.

Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.

Teach pupils the basic skills of literacy, numeracy, IT and science.

Enable pupils to be creative through art, dance, music, drama and design and technology.

Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.

Teach pupils about their developing world, including how their environment and society have changed over time.

Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.

Fulfil all the requirements of the national curriculum and the Diocesan syllabus for RE.

Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.

Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.

Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

Knowing they have been loved into being by God.

Learning how to lead safe, healthy and fulfilling lives.

Understanding that failure is part of the road to success.

Being rewarded for academic successes.

Being supported with their next stages in education and feeling prepared for life after school.

Becoming responsible individuals who contribute to community living and the environment.

Achieving to the best of their ability.

Acquiring a wealth of knowledge and experience.

Becoming critical thinkers.

Finding a sense of belonging to the school and its community.

Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

- 3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'The national curriculum in England'

DfE (2017) 'Statutory framework for the early years foundation stage'

DfE (2019) 'School attendance'

- 3.2. This policy operates in conjunction with the following school policies:

Equality and Diversity Policy (Trust)

Relationships and Sex Education Policy (Diocesan)

SEND Policy

4. Roles and responsibilities

- 4.1. The governing board is responsible for:

Approving and monitoring the content of this policy.

Liaising with the Head of School, subject leaders and teachers with regards to pupil progress and attainment.

Ensuring the curriculum is inclusive and accessible to all.

- 4.2. The Head of School is responsible for:

Ensuring the curriculum supports the Catholic life of the school

Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.

Ensuring the curriculum is inclusive and accessible to all.

Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.

Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.

Making any necessary adjustments to the curriculum where required.
Keeping up-to-date with any relevant statutory updates and taking action where required.
Creating and maintaining an up-to-date curriculum intent statement.
Ensuring the curriculum is created in accordance with this policy.
Updating and maintaining this policy.

4.3. Teachers are responsible for:

Implementing this policy consistently throughout their practices.
Ensuring lesson plans are reflective of the school's curriculum.
Using the curriculum to enrich the Catholic life of the school.
Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the subject leader.
Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
Collaborating with the Head of School and the SENCO to ensure that the curriculum is inclusive and accessible to all.
Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
Celebrating all pupils' academic achievements.
Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
Monitoring the progress of all pupils and reporting on this to the Head of School.
Working to close the attainment gap between academically more and less able pupils.

4.4. Subject leaders are responsible for:

Providing strategic leadership and direction to their colleagues through regular review of small steps in learning and the impact of these on outcomes
Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
Monitoring pupil progress and reporting on this to the Head of School.
Ensuring the curriculum is inclusive and accessible to all.
Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

Collaborating with the Head of School and teachers to ensure the curriculum is accessible to all.

Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.

Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.

Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and planning

5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

5.2. Each school day will be split into two sessions and pupils will receive two breaks (lunch and morning break).

5.3. Lessons will use a range of teaching techniques to benefit all learners based on Rosenshine's Principles of Instruction

- Daily, Weekly and Monthly Review
- Presenting new information in small steps
- Asking questions
- Checking for pupil understanding
- Providing Models
- Guiding Student Practice
- Obtaining a high success rate
- Providing scaffolds for difficult tasks
- Independent Practice

5.4. The different learning techniques include:

Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.

Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.

Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.

Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.

Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.

Labelling, ordering and identifying key themes within texts, dialogues and films to help pupils' coordinate series of events.

Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

- 5.5. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for those who can achieve greater depth
- 5.6. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- 5.7. A full list of subjects covered in school can be found in section 6 of this policy.
- 5.8. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 5.9. Disadvantaged pupils and those with SEND and EAL will receive additional support – this may include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.10. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.
- 5.11. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 5.12. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
- 5.13. Any difficulties identified will be addressed at the outset of work.
- 5.14. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year. Any deviation will provide a curriculum at least as good.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - RE
 - Relationships and health education

- 6.4. The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- [KS2 only]** Languages
- Geography
- History
- Music
- PE
- Sex education

7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

8. Reporting and assessment

- 8.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.
- 8.2. Informal assessments will be carried out at least termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 8.3. Results of informal assessments will be recorded and reported back to the Head of School, pupils and pupils' parents.
- 8.4. Pupils will also complete national assessments. The results of these assessments will be reported back to the Head of School, pupils and their parents.
- 8.5. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

9. Equal opportunities

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership

Pregnancy and maternity

Race

Religion or belief

Sex

Sexual orientation

- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Trust Equality and Diversity Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.3. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 10.4. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Extra-curricular activities

- 11.1. The school offers pupils a range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and review

- 12.1. This policy is reviewed annually by the Head of School and the governing board.

- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is January 2021.