

St Mary's Curriculum Policy

Introduction

At St. Mary's the curriculum consists of all the planned activities that are organised for the children. The curriculum aims to develop learning, personal growth and development. In addition to the formal requirements of the National Curriculum, there is also an extensive range of extra-curricular activities that the children are encouraged to join. Children's participation or otherwise in these activities is carefully monitored to ensure that the children take advantage of their education to the fullest extent. The curriculum aims to ensure that all children, regardless of their individual abilities, are able to achieve their true potential.

Values

Our school curriculum aims to underpin our mission which is to foster a love of learning for life and to give the children the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The main values of St. Mary's are summarised as follows:

- The children are valued as unique, and we respect the views of each and every child
- We value the spiritual and moral development of each child as much as their intellectual and physical growth.
- We aim to organise each part of our curriculum in order that the children are appreciated for who they are
- We aim to treat everyone in our school community with fairness and respect
- We value a teaching community that continually strives to offer equal opportunities for all
- We value our environment and seek to foster a respect for this amongst the children as well as a respect for the wider environment and how this can be cared for for future generations to enjoy

Aims and objectives

The aims of our school curriculum are for the children:

- To feel safe and valued as part of a learning community at all times
- To be independent learners who are able to seek solutions creatively and cooperatively
- To always be asking questions in their learning
- To take risks and appreciate that failure is part of the learning process
- To take personal responsibility for their own learning and work towards identifying steps in their own educational journey that will lead to progress
- To be able to listen to and appreciate the questions and ideas that others have as part of the learning process
- To treat all other learners in a courteous and considerate manner
- To understand and respect diversity
- To develop a sense of self-respect and become well-balanced and healthy individuals in both body and spirit

Organisation and planning

Early Years

At St. Mary's our curriculum planning is in three parts. In Nursery and Foundation

classes (The Early Years) we follow a 2 year rolling program of topics. These are carefully planned so that children are able to build upon prior learning. Topics are broad and structured enough to ensure all areas of learning are covered but also flexible enough to follow the child's interests. Priority is given to the Prime Areas of Learning as children enter in the Nursery and gradually the emphasis will become equal with the specific areas of the curriculum as the children are in Kindergarten. Subject specialist teachers are used for French, music and drama and in Kindergarten also P.E.

Key Stage One

In KS1 we have long, medium and short term plans for each subject. We use specialist teachers for: music, drama, art, physical education and French. We aim to incorporate a range of assessment and learning opportunities to suit differing learning styles and include these in our short term plans.

Key Stage Two

In KS2 the children are taught by subject specialists who again follow long, medium and short term plans. Towards the end of KS2 we give additional supported learning to children of parents who wish them to be entered into schools with an entrance examination.

Children with Additional Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If necessary, we adapt the curriculum to meet the needs of individual children. This is done in consultation with the parents. We also offer individual sessions to enable children to integrate more effectively with whole class teaching and learning.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides a Pupil Passport for each of the children who are on our additional needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. The passport also details the child's strengths and weaknesses and strategies to use to support the child.

Key skills

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

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's

progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- 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.

The school gives subject leaders non-contact time each term, 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 whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The subject leaders work with the senior management team to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

Monitoring and review

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning intentions.

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

The Assessment Coordinator works with the Subject Leaders to ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They work with the subject leaders to ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work.