



CURRICULUM POLICY

2018

Accessible Schools:

In accordance with the Equality Act 2010 we will take 'reasonable steps' to ensure that disabled pupils or prospective pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Introduction

As a Catholic Primary School the curriculum we aim to deliver will be inspired by the spirit and those of the Gospel, taking into account the requirements of the National Curriculum, the LEA and the Roman Catholic Archdiocese of Southwark. The curriculum in its full sense comprises all the opportunities for learning offered by the school, the formal and informal, the extended curriculum, learning and teaching styles, relationships and the general quality of life established in the school community.

Aims

At Our Lady and St Philip Neri Primary School we endeavour to ensure that all pupils have access to the whole curriculum. We plan for continuity and progression. Our aim is that the curriculum:

- promotes the spiritual, moral, cultural, mental and physical development for the children and develops independent, co-operative and responsible learners.
- develops the knowledge, skills, concepts and attitudes of the children.
- reflects and celebrates the whole school community.
- prepares and encourages the children to share in the responsibilities, demands and opportunities of adult life.
- is appropriate to the needs, attainments and aptitudes of individual children.

Entitlement

All children will be entitled to a broad curriculum which will give them the knowledge, skills, concepts and attitudes which are associated with the aesthetic and creative, human and social, linguistic and literal, mathematical, technological, spiritual and oral, scientific and physical.

Balance

Religious education is the heart of our curriculum. It is rooted in three aspects: teaching, worship and moral values. It is our aim that the National Curriculum will challenge each pupil to grow as learners.

Balance gives an appropriate allocation of curriculum content, time and resources to the different areas of learning and experience, through a range of learning and teaching styles.

- Consistency established agreed structures, procedures and practices in teaching and learning across the school.
- Coherence ensures that skills and knowledge learned in one area of the curriculum can be developed and transferred to another.
- Relevance takes into account children's experiences, interests and expectations.
- Differentiation is planned to meet the needs of children of differing aptitudes interests and abilities.

This can be achieved by:

- differentiation
- allowing a range of outcomes
- using appropriate resources
- targeting individuals and groups to close gaps
- continuity reinforces and consolidates learning without unnecessary repetition.
- progression ensures that children's thinking is challenged to their stage of development, building on what they know, can do and understand, and moving onto the next step in their learning.

Curriculum Planning

All National Curriculum subjects are organised into programmes of study and identify attainment targets to cover the range of knowledge, skills, values and understanding. For each subject and for each Key Stage, the Programmes of Study set out: "what children need to learn" For Numeracy and Literacy there is also the Abacus and Wordsmith frameworks that work alongside the national Curriculum. For RE we follow "The Way, The Truth, The Light" and RE is deeply rooted in all other areas.

Our curriculum planning - long, medium and weekly plans encourage continuity and progression, setting out the programmes of work and identifying skills, concepts and knowledge to be covered at each level. We match appropriate activities to pupils' particular needs and stages of development. There is no requirement to subject lesson plans.

In delivering the curriculum we recognise that it is essential to provide each child with different ways of learning through the following:

- a range of resources
- ICT
- practical materials
- mental, oral, practical, written and number activities.

Learning activities are addressed through a whole class approach, group, pairs and individual work.

- SENCO (Special Needs)
- music
- support Staff
- resources pertaining to curriculum areas

Teaching and Learning

The school has a separate Teaching and Learning Policy and the staff work in accordance with its guidelines.

Assessment and Recording Achievement

Assessment is the process by which the children and teachers gain insight into learning. The four main purposes of assessment are:

- formative
- evaluative
- diagnostic
- summative

There is a full assessment policy that is regularly reviewed and updates. The staff, through their observation, their conversation, through their marking of children's work and feedback to children, through discussion with colleagues, carry out continual assessment and record evidence appropriately.

Pupils assessments against the age related expectations are made on Target Tracker and are inputted half termly. Pupil Progress meetings are held half-termly.

Reporting Children's Progress

At the end of each year we shall report to the parents the following:

- the pupil's progress Reading, Writing, Maths and Science against age related expectations.
- the pupils effort and attainment judgements in other subjects.
- record of attendance and punctuality.
- EYFS, Year 1 phonics Screening, Year 2 and Year 6 national assessment results in the core subjects and how these compare to results nationally.

All teachers and the Special needs Teacher will meet parents if a child has been identified as having a particular difficulty. Agreed targets, Individual Education Plans, are set and parents are asked to sign appropriate forms, IEPs. Time is given to explain the process to all parents.

Target Setting as a School

We shall use the following process to establish targets:

- Auditing specific aspects of the curriculum to identify strengths and areas for improvement
- Inspection, pre-Ofsted and Ofsted
- The annual curriculum review by staff and governors
- Management team termly review of the SDP
- Co-ordinators working alongside colleagues, monitoring the curriculum; analysing assessment data of children's progress and consulting on attainment
- Targets should be aspirational, yet achievable and have a clearly defined timescale.

Monitoring

Monitoring means answering the question "What is happening now?" and "How can progress be made?"

The focus of the monitoring process and the strategies used to gain evidence will be dependent on:

- The school's identified priorities
- Targets which may have been set by the governors
- Statutory requirements
- Targets set by staff.

Areas identified for monitoring will include:

- The quality of teaching and learning
- Classroom management and organisation
- Finance
- Administrative procedures
- Curriculum provision
- Staff development

All staff are involved in the monitoring process and governors monitor outcomes and impact on a regular basis. This may be carried out at the sub-committee meetings, or whole governing body meetings, or through the governors meeting staff to monitor their curriculum area.

School Self-Evaluation

Our Lady and St Philip Neri Primary School is a self-evaluating school. At every stage we ask the question "How has that impacted on the children's learning and has progress been made?"

All staff, governors, children and parents are involved in the school self-evaluation. Areas of improvement are identified and a systematic programme has been set in place to ensure that targets are being met.

Self-evaluation must search for success as well as for areas we might improve and at Our Lady and St Philip Neri Primary School we need to affirm and praise when appropriate.

Signed (Headteacher)

Signed(Chair of Governors)