

**St. Joseph's
PARK HILL SCHOOL**



Curriculum Policy

Mission Statement

**We prepare our children for the
challenges of the future in a nurturing and stimulating environment
built on Catholic foundations.**

Reviewed January 2018

Curriculum Policy

St. Joseph's Park Hill Curriculum Policy provides a framework which develops speaking, listening, literacy and numeracy skills and gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

Values

Our school curriculum is underpinned by our school values:

- Our school is built on Catholic Foundations. Catholic values, particularly those of Catherine McAuley, our Foundress, underpin all that we do.
- We treat all our children as individuals and our curriculum promotes respect for the views of each child.
- We value the spiritual, moral, cultural, mental and physical development of each child in our school.
- We encourage our pupils to develop respect for themselves and for each other by working cooperatively and collaboratively and with mutual understanding.
- We encourage respect for other people.
- We encourage our pupils to uphold British values whilst respecting other cultures.
- We encourage success in all our children and strive to provide opportunities for all children to reach their full potential.
- We value the world in which we live and aim through our curriculum to teach respect for our world.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop to the best of their ability
- To teach the children skills which are progressive and transferrable
- To promote independence and creativity, which will carry our children successfully through to the next level of their education and beyond
- To promote a positive attitude towards learning
- To create a stimulating environment in which our children enjoy acquiring and developing skills, providing a solid basis for lifelong learning
- To give our children a broad and balanced experience of learning
- To endorse our school values which are: tolerance, understanding, concern for others, humility, gentleness, respect, hard work, courtesy, good behaviour, friendship and forgiveness.
- To encourage children to care for and take pride in their work and school
- To teach our children the difference between right and wrong, an understanding of truth and fairness and to show tolerance for the values and beliefs of others
- To teach our children how to care for themselves and how to stay safe

- To teach our children to have self-respect, self-confidence and self-esteem
- To enable our children to be articulate and confident speakers.
- To encourage our children to be eager, inquisitive and enthusiastic learners
- To encourage our children to do their best in all activities
- To prepare our children for the future

This Policy and its related plans and schemes of work, takes into account the ages, aptitudes, and needs of all pupils, including pupils with an EHC plan.

How is our Curriculum Planned?

Our curriculum follows the revised 2014 National Curriculum.

During each Key Stage we teach Maths, English (including Phonics in KS1) RE, PSHE, Computing, Spanish, Music, Games and PE, Science, History, Geography, Art and DT.

Spanish, Dance and Music lessons are delivered by specialist teachers.

Science, History and Geography are taught in blocked units of work.

Pupils are taught how to keep themselves safe, including how to be safe on-line within our PSHE Curriculum and within the computing curriculum.

All teaching is based upon the development of skills and the acquisition of knowledge. English and Maths skills are developed within other subjects where possible (eg letter writing in Geography or Data Handling in Science). We are constantly striving to improve our curriculum by identifying areas which we wish to develop. This is carried out through reflection and review at staff meetings, meetings between the Head and the Curriculum Leader, Subject Leader monitoring or it may be influenced by local and National events such as the anniversary of the Pendle Witches Trial, the Olympics or a Royal event. As a result, planning may be adjusted and / or changed.

Organisation and Planning.

We plan our curriculum in three phases:

Long Term Planning

For each Foundation subject a Long Term Plan is agreed across key stages. This indicates which topics are taught in each term and to which groups of children. Our long term planning is overseen by the Head teacher, the Curriculum Leader and Subject Leaders.

Regular discussions as to the effectiveness of our long term planning take place during staff meetings. The order of units of work within the Long Term Plans may change if the class teacher feels this will be beneficial. This is noted in evaluations.

Where classes are combined for subjects, a two year rolling programme is planned.

Teachers use the Lancashire Key Skills documents for English and Maths when planning. Key Skills in all other subject areas have been identified from the NC 2014 Programmes of Study and teachers plan for the development of these skills within all subject areas.

Medium Term (Topic) Planning

Medium Term Planning identifies the skills, outcomes and learning objectives which are to be taught in each subject area. Medium Term Planning also includes activities to be carried out, teaching strategies to be used and any cross-curricular links. Staff evaluate their medium term plans after each unit of work.

Short Term Planning

Short Term plans are written by class teachers on a weekly or daily basis. The plans set out learning objectives for each lesson, teacher input, activities and tasks, differentiated tasks where appropriate, use of TAs (including details of support) resources and any cross-curricular links. Short Term Plans may be discussed with curriculum leaders but are written for teacher's personal use and so may differ slightly in format. Notes are made of cross-curricular links. The Head teacher, Curriculum Leader and Subject Leaders monitor long, medium and short term planning.

EYFS

The Early Years Foundation Stage follows the EYFS Framework.

In the Early Years Foundation Stage the characteristics of effective learning are:

Playing and exploring

- finding out and exploring
- playing with what they know
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- making links
- choosing ways to do things and finding new ways

The areas of Learning and Development are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy

- Numeracy
- Understanding the World
- Expressive Arts and Design

Spanish, Dance and Music lessons are delivered by specialist teachers.

The EYFS carries out their own planning and documentation of the curriculum according to the EYFS Curriculum Guidelines. The EYFS Leader leads weekly planning meetings for all EYFS staff where planning is carried out together to ensure that each child's individual needs are met. This way of planning ensures that the children make the most of their abilities and talents as they develop, informed through ongoing observational assessment.

The daily routine of our pre-school and Reception class is shared and therefore allows the children to have a good balance of self-initiated and adult-led activities, both indoors and outdoors throughout the day. The number of adult led activities increases as the children progress through the EYFS. (See EYFS Policy)

Our pre-school and Reception class follow the same topics long term however the learning is differentiated through age appropriate tasks. Pre-school children follow long term plans on a two yearly rotation to ensure that children who start on their third birthday are not repeating the same topics in their second year of pre-school.

The EYFS has excellent continuous provision which enables cross-curricular activities and learning. The continuous provision is carefully planned on a daily basis according to children's interests or around a predictable interest / theme.

Each child's learning is carefully documented and each child has a key person who is responsible for monitoring and assessing the child's development which is recorded in the child's "Learning Journey"

All planning is kept on the schools internal network system

Spanish, Music and Games are taught by specialist teachers

Dance (EYFS and KS1) is also taught by a specialist teacher

Guitar, Brass and Violin are taught by peripatetic teachers

Members of Staff Responsible

Mrs Robinson (Headteacher)

Mrs Whitehead (Curriculum Leader)

Subject Leaders

Curriculum Themed Weeks

During the year we may plan one or two “Themed Weeks” where we focus on a particular topic or Curriculum Area. These may include: “Environment Week” “World Religion Week” “On-line safety week” or “World Book Week” During our Themed Weeks cross-curricular teaching is used where possible. Visiting specialists such as authors or Faith Leaders may come into school to work with the children.

Extra- Curricular Activities

We offer a wide range of Extra- Curricular Activities for children in both Key Stages and in Reception Class, including: Games Clubs, Brass Band, French, Drama Club, Art Club and Reading Club. These are subject to change according to staff interests and strengths.

Assessment and Evaluation

Assessment and evaluation are an integral part of our planning cycle. Following each lesson or groups of lessons class teachers may write a short evaluation in their planners, noting whether outcomes for individual pupils or groups of children have been met. Following each unit of work, the children are assessed to see if they have exceeded, met, met with support or not met the objectives. Results are recorded and support put in place where necessary. (See Assessment Policy for further details).

Support

At St. Joseph’s Park Hill, we strive to enable all our children to reach their full potential. Our curriculum is adapted constantly as part of our assessment / planning cycle to meet the needs of every child, including more and less able children. Children who have been identified as requiring support (see above) will be supported according to their needs. Some children are supported by the LSA either in class, in small groups or on a one to one basis. Groups of children may also be withdrawn for short term intervention programmes.

PUPILS with SEND and EAL

Following the implementation of the SEN and Disability Code of Practice, 0-25 yrs 2015, reasonable adjustments will be made to ensure that no child is excluded from this policy, including those with EHC plans.

Preparing our Children for the Future

Our Mission Statement states that we

“.....prepare our children for the challenges of the future”

Our curriculum provides effective preparation of pupils for the opportunities, responsibilities and experiences of life in British Society by teaching British Values (see above) along with a PSHE curriculum plan , which is linked to our RE plan and covers the following topics:

- New beginnings
- Getting on and falling out
- Say “no” to bullying
- Good to be me
- Going for goals
- Relationships
- Changes

Within our curriculum, we teach the fundamental British Values of

- Democracy; by encouraging the children to vote for House Captains, Eco-Council representatives, discussing the British voting system etc. Local magistrates visit the school and the children in Y5 and 6 take part in a “mock trial” at the local Magistrate’s Court.
- The Rule of Law; by discussing the importance of rules at school and in the wider world and the implications and consequences when rules are not followed (PSHE)
- Mutual Respect and Tolerance; through our ethos and our Values, Vision and Aims Statement. We celebrate the different faiths, beliefs and cultures within our school community and study different religions as part of our RE curriculum

An important role of our curriculum planning is to prepare our children for the next stage of their education. We achieve this in a number of ways:

- ❖ Through the use of specialist teachers our children are given the opportunity to take part in a wide range of learning activities as part of our enriched curriculum. For example all our children have weekly lessons in Spanish and Music by specialist teachers and benefit from blocks of teaching by Sports Specialist Coaches.
- ❖ We work hard to build links with local Secondary schools as well as schools within ISA. Secondary Head teachers visit our school each year to talk with Year 6 children about their schools. We also hold meetings for parents and children in Year 5 when they have the opportunity to explore options for their secondary education.
- ❖ During the Summer Term the majority of our Year 6 children will visit their Secondary Schools for a ‘Taster Day’
- ❖ Year 5 and Year 6 take part in an annual Residential trip.
- ❖ Children are expected to carry out Homework activities on a daily basis.
- ❖ Issues relevant to the 21st Century are planned for within our curriculum, for example Environment Days.

Equal Opportunities

At St. Joseph's Park Hill we ensure that no child is excluded from this policy regardless of race, religion, gender, language, sexual orientation, disability or family background.

Monitoring and Review of the Curriculum

The Head teacher and the Curriculum Leader are responsible for the day to day organisation of the curriculum and the monitoring of planning. Planning is shared during staff meetings and Key Stage meetings.

Subject Leaders monitor the way that their subject is taught throughout the school, including the monitoring of planning, lesson observations, policy monitoring and review and delivering any INSET needs. They are familiar with the long term and medium term plans and sample short term planning at regular intervals. They carry out book and work scrutinies, giving feedback to class teachers.

As well as ongoing monitoring, certain subjects are given a focus within the school Development Plan on a rota basis. All of the above takes place in more detail and lesson observations are also carried out.

The Subject Leader then writes a report for Governors, feeds back to staff and puts in place a Strategic Plan to address the findings and lead improvement. Any training needs are addressed during this process either by accessing external CPD Courses or through peer training and support.

Subject leaders have the responsibility for monitoring the way in which resources are stored and managed. It is up to the Subject Leader to keep up to date with current issues and training in their curriculum area and then to disseminate information back in school.

The Head teacher also carries out Lesson Observations and Learning Walks to ensure that practice matches planning.

Monitoring and Review

We have a named Governor with responsibility for Curriculum. The Curriculum Committee meets regularly and reports to the Governing Body each term (see Curriculum Reports to Governing Body)

This Policy is monitored, reviewed and updated regularly by the Head teacher, the Curriculum Leader and the Curriculum sub-committee of the Governing Body.