

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

ST. JOSEPH'S PARK HILL



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## **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 and amended January 2021(MW)

## **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, forgiveness and patience.
- 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, including online.
- 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, Drama, Games and PE, Science, History, Geography and Art.

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

Musical instrument tuition is delivered by specialist peripatetic music 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 online 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 (Curriculum Leader), Subject Leaders and Senior Leadership team, and monitoring or it may be influenced by local and National events such as a Local/General Election, 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.

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 the Senior Leadership Team (SLT) but are written for teacher's personal use and so may differ slightly in format. Notes are made of cross-curricular links. The Headteacher and SLT 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
- Mathematics
- Understanding the World
- Expressive Arts and Design

The EYFS carries out their own planning and documentation of the curriculum according to the EYFS Curriculum Guidelines. The EYFS Leader leads fortnightly 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 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. 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" Our setting uses electronic learning journeys and parents receive a personal log in.

All planning is kept on the school's internal network system

### **Members of Staff Responsible**

Mrs Whitehead (Head Teacher)

Senior Leadership Team

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” “Online 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.

The curriculum is further enhanced by visiting specialists such as ‘History Alive’ who bring the history curriculum to life, and visits to places of local historical/geographical interest such as Towneley Hall or Clitheroe Castle.

## **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, Choir, Brass Band, Performing Arts Club, Art Club, Craft Club, Reading Club, Cookery Club, Computing Club and various sports clubs. 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.

## **Remote Teaching and Learning**

We aim to deliver a broad and balanced curriculum through our remote learning, and offer pupils a full timetable of lessons daily. (See Remote/Blended Learning Policy for more details)

Timetables are emailed to parents directly by the class teacher to cover any period of remote teaching and learning.

Teachers plan remote learning using their existing Long and Medium term plans, however we do reserve the right to adapt planning to better suit remote delivery and learning.

Our remote learning provision is a mixture of consolidation of existing learning and the teaching of new content. Remote teaching will be a mixture of live and recorded lessons using the platforms: G Suite for Education, Seesaw, Tapestry and Zoom. Specialist teaching will be delivered in this way also. Pupils will receive marking and feedback on their work, and teachers will assess understanding and attainment to the usual timescales.

## **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 covers the following topics:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and Changing

Within our curriculum, we teach the fundamental British Values of

- Democracy: by encouraging the children to vote for House Captains, 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. We have a School Council and pupil representatives are voted for by their classmates to represent their views in fortnightly meetings.
- 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.

Our Faith Ambassador team play an important role, encouraging our Values in our pupils and deepening the faith life of our school.

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, Drama, Computing 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 children take part in a Dynamic Day at Blessed trinity RC College
- ❖ Year 5 and Year 6 take part in an annual Residential trip.
- ❖ Children are expected to carry out Homework activities on a daily basis.
- ❖ Current affairs and issues relevant to the 21<sup>st</sup> Century are planned for within our curriculum and taught through the medium of "Picture News". We have a School News Committee made up of children from each year group from Y1 – Y6.
- ❖ We give pupils a voice through our elected School Council who meet bi-weekly to discuss issues which are important to them under the guidance of the PSHE subject leader, Miss Fidoe.

### **Equal Opportunities**

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

### **Monitoring and Review of the Curriculum**

The Headteacher is 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 including peer coaching or team teaching. 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 Headteacher also carries out Lesson Observations and Learning Walks to ensure that practice matches planning.

### **How is our Curriculum shared with parents?**

- ❖ Parents receive a Curriculum Information document by email at the beginning of each half-term which details key learning in all subjects for that period.
- ❖ Parents are invited to attend a Transition evening in the summer term at which they spend time with the teacher of the next year group for their child. At this meeting, the whole year's curriculum is discussed and a booklet provided. Parents have the opportunity to ask questions with the class teachers and the Headteacher. Parents of children who are starting in our Reception class are invited to a meeting with the Reception teacher in June or July so that we can explain the EY Framework to them and give them as much information as possible about the curriculum for the Reception year.
- ❖ Parents can access the Curriculum pages on our website where we share the curriculum information for that half-term and celebrate the learning
- ❖ Parents are invited to attend school to participate in Family Friendly Fridays – to show them the highlights of that half term's learning and give them the opportunity to look at their child's work.
- ❖ Fortnightly newsletters are emailed to parents from the Headteacher to share key events, successes and keep them informed of any curriculum enhancements.
- ❖ Curricular enhancements are shared with parents in Friday celebration assemblies eg. Roald Dahl Week; World Book Week; Antibullying Week; Author visits; Online Safety Week etc.

### **Monitoring and Review**

We have a named Governor with responsibility for Curriculum. The Curriculum Governor and the Curriculum Leader (Headteacher) meet at least annually to discuss any relevant issues, changes and / or amendments to the Curriculum. This Policy is monitored, reviewed and updated regularly by the Curriculum Leader (Headteacher)

Date of next review: January 2022