

Curriculum Policy 2018/2019

This General Curriculum Policy has been approved and adopted by the Governing Body and will be reviewed annually.

Mission statement

As a Catholic School we value the special identity that God's love has created in each of us.

The Gospel inspired values of trust, honesty, self-respect, self-discipline and forgiveness are at the heart of our everyday loving and caring for one another.

All our curriculum activity reflects these principles as we search faithfully for excellence.

Together with parents, families, the church and the community, we encourage each individual to develop their God given talents and skills and realise their unique potential.

Our Mission

Our Mission is to live in the way Jesus wanted. He told us to "Love One Another as I have loved you."

The curriculum, in its fullest sense, firmly underpins the Vision and Mission statements, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

In the daily living out of our Christian faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. It is rooted in Gospel Values and lived out in the daily life of the school, The curriculum aims to meet the needs of all children whatever their individual requirements.

We believe that our children should be resilient, confident and independent learners.

Our topic based curriculum will focus upon a Showcase at the end of the topic. This is the starting point for teachers planning work with the children.

Specific Areas

Reading

- Phonics – to be taught in KS1 everyday – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. Once children in Y2 has completed all phases they will be taught grammar on a daily basis.

- KS2 Grammar lessons to be taught regularly. Every Monday each class is to teach a discrete grammar, punctuation and spelling lesson
- Foster a love of reading through Books and Beyond, and Novel Study
- Regular visits to the local library
- Opportunities to choose their own books Engage in shared/whole class reading every day.
- Take part in Guided Reading every week including comprehension questions.
- Use a working wall and displays to promote and demonstrate a range of literature.
- Read out loud in Masses and Liturgies
-
- **Writing**
 - An opportunity to edit pieces of writing with a partner or as an individual.
 - Opportunities for extended writing based upon the thematic approach to the curriculum
 - To write for different purposes and audiences in a range of formats.
 - Weekly Spelling tests in KS2 based upon spelling rules not necessarily a list of unfamiliar words. Also a focus upon learning the words outlined for each year group.
 - Handwriting based on our school scheme and opportunities to achieve a pen license
 - To access speaking and listening through role play and drama.
 - To communicate in different situations and to understand the process of presentation.
- **Numeracy**
 - Mental Maths and times tables– to be taught and strategies practised every day.
 - Open –ended problem solving to be part of lessons to develop investigative, reasoning and logical skills.
 - Use a working wall to demonstrate strategies and show the more able the next step in their learning.
 - Opportunities to use maths in the real world including the outdoor environment.
 - When appropriate, children should have access to equipment and this should be interactive.
 - Children should be able to verbalise the methods and strategies that they are using.
 -
- **Creativity**
 - Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
 - Provide the correct stimulus to engage the children.
 - Create a culture where everyone’s ideas are accepted, respected and developed.
 - Children to have the opportunity to engage in outdoor learning once a week.
 - Open ended, challenging and practical tasks.
- **Social Skills**
 - To respect the opinion and feelings of others.
 - To work as a team and be able to share with and support each other.
 - To understand different social situations and adapt.
 - To help others.
 - To always use their manners.
 - Opportunity for all children to be able to share their work and celebrate their success particularly through Showcases and assemblies
- **Thinking Skills**
 - To encourage and develop independent thinking
 - To ‘have a go’ and not fear failure.

- To develop questioning and answering skills.
- To retain and build on previous knowledge.

- RE – at least 10% of teaching time allocated for RE
- PE – 2 sessions per week for all classes.
- ICT – discreet ICT lessons and also continuous links across all subjects
- Science built into topic work but discrete lessons where links would just be tenuous.
- Humanities- taught within the topic based curriculum
- MFL – Use of specialist teacher across KS2.
- Starting points for planning – National Curriculum objectives and attainment targets; skills and attributes

All children follow the statutory requirements of the Foundation Stage, the National Curriculum for Key Stage 1&2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Themed topic work and cross-curricular opportunities are used to enhance children's knowledge and understanding.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Visits
- Residential Visits
- Themed Curriculum Days
- Learning Mentor groups
- Links with high schools

Please refer to Year Group 2 Yearly cycles and Curriculum information document

Please refer to “How we teach Reading, Phonics and Writing” documents and “How we teach Maths” document

Reviewed September 2018

To be reviewed annually but updated accordingly with new developments within the curriculum.

Date of next review September 2019