



## **St. Clare's Curriculum Policy**

At St. Clare's Catholic Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage' along with Development Matters. Our rigorous, well planned curriculum combined with high quality teaching ensures that children have access to rich and varied life experiences in which they will have the motivation and confidence to go out into the wider world and fulfil their human potential.

### **Introduction**

The curriculum is all the planned activities, that we as a school organise, in order to promote learning, personal growth and development of our pupils. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children.

### **Values**

At St. Clare's we teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and good attitudes to learning, in order that they achieve their true potential. Our three core values of faith, aspire and respect are at the heart of everything we do.

Our curriculum is linked to, and builds on, previous knowledge. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

- Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We are fortunate at St. Clare's to have a rich learning environment which includes: an outdoor reading area, forest school, outdoor KS1 area and lots of green space. This

environment is respected and used by all in school and we aim, through our curriculum and extra-curricular offerings – such as our ECO council, to teach respect for our world and how we should care for it so that it can be enjoyed by future generations, as well as our own.

- At St. Clare's our values permeate all areas of school life; we allow every child the opportunity to flourish and succeed in our curriculum. This is reflected by the school's simple motto: Let Our Light Shine.

## **Aims**

At St. Clare's Catholic Primary School, we offer a balanced and broad curriculum which enables all pupils to:

- Become successful lifelong learners who are able to reach their full potential
- Feel successful in their learning and to promote high self-esteem
- Enjoy learning
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Become creative, independent learners
- Know what their strengths are and which areas they need to develop
- Explore their spiritual, moral, cultural, mental and physical development
- Learn and practise the basic skills of English and Mathematics
- Challenge themselves and critically think independently for deeper learning
- Be flexible learners and adapt to different situations
- Makes learning more meaningful by putting it into context
- Be given significant time to learn new skills and have time to practise those skills
- Help children understand Britain's cultural heritage

## **Organisation and Planning**

At St. Clare's Catholic Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the DfE (2021) 'Statutory framework for the early years foundation stage' 2014 National Curriculum for Key Stages 1 & 2 Statutory framework for the early years foundation stage'.

Our curriculum is delivered using carefully chosen resources depending on the nature of the subject being taught and the needs of the children. We use subscriptions to subject associations to keep up-to-date with subject developments and to support teaching with quality resources. Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

(Please refer to the separate subject policies and curriculum pages on the school's website for a more detailed overview of each subject).

The Reception curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS and incorporates the children's interests.

In KS1 and KS2, our curriculum is all planned on a yearly cycle with an emphasis placed on delivering a bespoke curriculum, relevant to our pupils, that offers cross curricular links and learning that is supported by quality experiences. This includes carefully placed trips and visitors to school. We have a strong and clear learning sequence within lessons across school which ensures progression in each subject, enabling powerful learning as children build on, and link to previous learning. We also use questioning at the beginning and end of history, geography and science lessons to reinforce key knowledge.

In St. Clare's, learning builds seamlessly each year and children develop depth as they 'know more and remember more'. Our curriculum design supports children committing their learning to long term memory. Links are made between and across subjects, such as in Design and Technology, where children recall key knowledge from a previous history or geography topic to provide the context or purpose for their design.

All teachers are responsible for planning, evaluating and teaching in their classes and the National Curriculum stipulates the expectations and the content coverage required. A planning proforma is used to focus learning expectations and for teachers to map the sequence of learning, learning support assistant direction (if and where required), vocabulary development, risk assessment, assessment opportunities and resources required.

Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups/phases. Particular attention is given to ensuring that resources are adapted so that all pupils make progress against the objectives.

### **Our curriculum**

In Reception, our curriculum subjects are pulled together through a common theme which supports children in linking their learning and fully immersing them in their learning experience. In KS1 and KS2, although we teach a subject driven curriculum, we use the strong links between subjects- where there is a common theme- to develop children's web of knowledge and enable joined up and purposeful learning. Underpinning all learning are our three key learning threads: Communication and Language; Migration; and Continuity and Change. Through these themes we ensure that:

Learning activities are planned around the distinctive needs of our children at St. Clare's.

There is a focus on communication in a vocabulary rich classroom.

Our curriculum reflects the heritage of our pupils and the history and culture of the city in which we live.

Our curriculum prepares children for the changes they may face throughout their time in school. It also values continuity and stability for our pupils to provide them the opportunity to learn and thrive.

Across school, each year group has its own curriculum which has been carefully planned to be interweaving and progressive for all children. All subjects are taught discreetly on a yearly cycle but elements of these subjects are linked in the wider curriculum as appropriate to enable cross curricular learning to strengthen links between subjects so that children know more and remember more.

At St. Clare's we have a forest area. We have staff who are trained to deliver bespoke forest school sessions to pupils. These sessions take place termly for all pupils and allow children to develop outdoor skills and knowledge in a safe environment.

### **Curriculum Organisation**

Teachers follow a clear planning structure for our wider curriculum. A yearly long term overview for each subject and year group is produced to ensure the correct National Curriculum coverage and to outline the key learning for each half term. Medium term planners and milestones documents accompany these long term overviews. They clearly show a child's learning journey from EYFS-Y6 and clear progression and 'building up' of learning/knowledge. The long term overviews for each year group can be found on the school website.

Key knowledge identified within the planning documents enables our teachers to structure learning to ensure that key learning is well taught and that the sequence of children's learning is carefully planned, in particular the quality of and acquisition of vocabulary. This key knowledge, as well as key vocabulary, is shared with pupils in the form of topic pages and referred to each lesson.

Thought is also given to the learning opportunities and how these meet the needs of our children. The subject driven curriculum will incorporate:

- The children's own ideas and questions
- How the learning will be introduced (an 'activate activity' that engages pupils in a 'wow' moment and/or draws on their knowledge from a previous related topic)
- Opportunities for visits or visitors to enhance learning
- A focused learning outcome at the end of the unit e.g. a presentation, dramatisation or production of an artefact
- How children's work will be presented e.g. within subject books book, artwork, recording through ICT, display

### **Time Allocation per Subject**

Schools are free to decide how much time should be spent teaching each subject. English and maths are taught each day. History, Geography, DT, Art, Music and French are taught for 6 hours per term. Science, RE, PE, PSHE and Computing are taught weekly. RSE is taught once per term.

Leaders and teachers keep up to date with educational developments and the theory behind powerful learning and this is disseminated to all staff in training sessions. Star questions are used as a teaching tool to help children to commit learning to long term memory by regularly revisiting key knowledge, both within a topic and at distance from it.

### **Learning Environment**

Our learning environments are used as teaching tools. As a school, we keep them organised and make key knowledge and vocabulary accessible so that children can locate and use this key information easily and efficiently. For each subject, there are specific displays in each classroom to aid learning such as phonic displays and a history timeline in each classroom. Displays around school are also used to showcase, value and celebrate children's achievements and great work. Our children have input into these displays and the aim of them is to promote children's self-esteem, alongside recognising and valuing excellent learning and achievement.

### **Assessment, Recording, Monitoring and Evaluation**

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and to plan the next steps for learning. Formative assessments take many different forms and are reflected in a pupil's work and the feedback given (not every piece of work is marked in depth). Feedback follows the school's policy and identifies areas for children to improve, giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to further improve. 'Live' marking and feedback are encouraged and recognised as good practice. Retrieval practice and high challenge/low threat quizzes demonstrate children's learning and identify any gaps which require addressing by teachers.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law. Reception pupils are assessed using the Early Years Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. For further information about assessment, as well as marking and feedback please refer to the marking and feedback and assessment policies.

Children's progress and attainment in each subject will be assessed by their teacher against the end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

### **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum 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 and that progression is planned into bespoke, well sequenced schemes of work. The subject leader also monitors their subject by looking through children's workbooks and speaking to children and staff to understand the strengths and areas for development in their subject.

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;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects;
- provide efficient resource management for the subject;
- map coverage of the curriculum to long term plans;
- engage with subject associations and disseminate information to staff as 'mini' CPD.

The curriculum leader, has responsibility for the day-to-day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and outcomes. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and that there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that the St. Clare's values of faith, aspire and respect underpin the curriculum development.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documentation completed to meet with health and safety regulations. Where water is involved in a risk assessment (for example, river fieldwork as a part of geography) the LA will be notified and permission sought as part of the risk assessment. For further guidance reference needs to be made to: the school's Health and Safety Policy; the school's Educational Visits Policy.

### **Inclusion and Adaptive teaching**

In order to provide all pupils with relevant and appropriate work at each stage, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and celebrates the progress made by all children through our motto: 'Let Our Light Shine'. Extra support and interventions/pre-teaching are provided for children as necessary and in line with our Policy for Inclusion, Special Education Needs and Disability (SEND). Our aim is for all children to learn the same curriculum. All children will know more and remember more.

### **Curriculum communication to parents**

Communication with our parents about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year. Two parent consultation evenings where parents make an appointment to meet with their children's teachers and discuss their progress and written report in the Summer term.
- The school's website and class pages inform parents through the 'chatter' feed what has been happening in the wider curriculum.
- Teachers are also available at the start and end of each day for any necessary communications.
- School communications are sent out via Parentapps Connect providing details of specific events or inviting parents into school.

### **Home Learning**

Home learning is given in line with our school policy in English and Maths. Wider curriculum work is set if a clear purpose and need is identified. All home learning is given to the children in paper format and some is accessible online such as through Reading Plus, Purple Mash and TT Rockstars etc...Parents are clearly signposted to this by Class Teachers.

### **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community. As part of our enhanced provision, each year we have a team of school leaders (Head Boy and Head Girl, School Councillors, Eco Councillors and Rights Respecting Ambassadors) We also have ambassadors in each subject area comprising of children from EYFS up to Year 6. These are important roles and give our children the opportunity to apply for and commit to a role for the year. In doing this, they develop a number of the

learning behaviours which we place so much importance on our children acquiring during their time at St. Clare's. It also fits very clearly with our motto: 'Let Our Light Shine'. By giving our children these opportunities, we are equipping them with life skills and ambition in order to pursue and achieve possibilities.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of our curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

### **Accountability and responsibility**

Our governing body is responsible for monitoring the way the school curriculum is implemented. They review curriculum development via the curriculum leader's reports, reports from subject leaders as identified by the school's development plan and Governor request, curriculum governor's information, as compiled through school visits, about quality of teaching and learning and the Headteacher's reports. We have named governors for the overall curriculum, English, Maths, Computing, EYFS and Special Needs. The governors liaise with the subject leaders of these areas and monitor the way the school teaches these subjects