



St. Michael's RCP

Curriculum Policy

Mission Statement



St Michael's RC Primary School is a Catholic family of faith, following the teaching of Christ. We strive to create an environment where all members of our school community become caring, independent and resilient individuals who fulfil their potential.

"I came so that you may have life, life in all its fullness" John 10:10

Introduction

At St. Michael's RCP, we believe that our curriculum should be broad and balanced and creatively offer opportunities which enable all our pupils to achieve, irrespective of social background, culture, race, gender or academic ability.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. We ensure that the curriculum meets statutory requirements through the delivery of:

- The Early Years Foundation Stage Curriculum (Foundation Stage 1 and Foundation Stage 2).
- The National Curriculum (Years 1 to 6).
- Religious Education – (*'The Way the Life and the Truth'* syllabus).
- The International Primary Curriculum (Years 1 to 6).

In addition to the formal planned requirements of the National Curriculum, the school ensures that the children experience a wide range of learning opportunities that challenge, stimulate and promote the development of thinking and enquiry which will develop the pupils as life- long learners. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others to achieve their true potential.

The Curriculum Policy aims to:

- Develop a sense of self - worth and self-respect in all pupils through the provision of a clear and consistent behaviour management strategy and a progressive PSHE programme of work.
- Promote high standards in speaking, listening, reading, writing and mathematics.

- Enable pupils to acquire, use and apply the knowledge, skills and understanding gained within the IPC.
- Develop pupils' confidence and promote creativity in their use of ICT.
- Promote pupils' spiritual development ,whilst teaching them to have an awareness of right from wrong.
- Develop pupils' physical development through awareness of the importance of a healthy lifestyle.
- Support the development of thinking and the strategies of independent learning, enquiry and self-reflection.
- Engage children in a range of cultural activities which involves them in art, drama, dance and creative expression.
- Enable children to be positive citizens in society.

Curriculum Organisation

Key stage 1 and 2:

The school delivers the English and Mathematics Curriculum as outlined by the DfE. As a result, all medium term planning for year groups 1 to 6 is taken from this document and planned on an agreed school format.

The curriculum is planned to provide continuity and progression throughout the school and consists of:

Long Term Planning: A long-term plan for each year group indicates the 'themes' to be taught in each term, and to which year groups of pupils. The long term plan is reviewed on a yearly basis and the learning outcomes are recorded.

Medium Term Planning: A thematic and cross curricular approach to planning units of work is taken. English/ Literacy, mathematics and the International Primary Curriculum all require medium term planning. (APPENDIX 1) The planning outlines the detail of work to be covered with the progression of learning objectives. The plans highlight intended pupil outcomes.

Short Term Planning: Weekly English, Mathematics and curriculum plans are produced. These identify learning goals and differentiation within lessons, resources required and formative assessment criteria. These weekly plans are handed in to each subject leader on a Friday as an evaluation of what has been taught that week.

Weekly plans highlight the teaching techniques to be employed e.g. Class, group or individual learning and adults who may be supporting this learning.

The Foundation Stage: The provision delivered in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage Curriculum. Provision and curriculum planning focuses on children working towards the Early Learning Goals.

Weekly planning outlines focused teaching opportunities and continuous provision for inside and outside learning. Along with this, daily whole class phonics are implemented. IPC is also followed by foundation stage and is covered on a bi annual rolling programme with the nursery unit.

Children with Learning Difficulties and Disabilities/ Inclusion

The curriculum in the school is designed to provide access and opportunity for all children who attend the school. If adjustments to the curriculum are required then these are made in line with a pupil's individual needs.

Roles and Responsibilities

The **Head and Deputy Headteacher** has overall responsibility for the leadership of the Statutory Curriculum and the monitoring of its provision.

Middle leaders have the responsibility of the leadership of maths, literacy/English and the foundation subjects.

Class teachers have responsibility for the tracking, analysis of data and identification of underachieving groups of pupils within the school.

Subject Leaders are responsible for the quality and consistency of provision, standards and achievement within the area/s of the curriculum they lead within the school. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Class Teachers are expected to ensure that the curriculum is well planned and delivered and that highlighted learning goals are achieved by all pupils at their own level. All teachers assess pupils learning and progress on a summative and formative level and are expected to differentiate teaching strategies in order to ensure that all pupils within their class access the appropriate curriculum.

Monitoring and Review

The Governing Body is responsible for monitoring the way the curriculum is implemented throughout the school. The effectiveness of the curriculum is monitored within Curriculum committee meetings. Revised curriculum policies and new initiatives are also discussed and ratified, where appropriate, within this committee. Governors liaise with the subject leaders and monitor closely the way the school teaches different subjects and the impact on learning, attainment and achievement. At St. Michael's RCP we are aware of the need to review the school's Curriculum Policy on a regular basis in order that we take account of new initiatives, revised Local Authority procedures and Government Legislation.

During the review, consideration will be given to how effective the practices outlined within the policy are in promoting policy aims.

Policy and practice will be adapted in accordance with review findings.

Date Agreed: September 2016

Review Date: September 2017

Signed:

Chair of Governors Date:

Signed:

.Headteacher Date:

