

# **St. Theresa's Catholic Primary School**

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Catholic Primary School



## **Curriculum Policy**

We learn together, we play together, we pray together, we grow together in the love of God”

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## Validation Grid

<b>Title</b>	Curriculum Policy
<b>Author</b>	James Troy
<b>Associate Author</b>	N/A
<b>Committee</b>	Curriculum and Achievement
<b>Target Audience</b>	School Community
<b>Stakeholders Consulted</b>	Governors
<b>Curriculum / Non Curricular</b>	Curricular
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Headteacher

*Barbara Costa*

Barbara Costa

Chair of Governors

*Fiona Kerin*

Fiona Kerin

## **Introduction**

The curriculum is the totality of pupils' learning experiences. It is the vehicle by which we inspire learning and develop the essential knowledge, skills and understanding which are the building blocks for later life. The curriculum encompasses 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 experience of the children. At St Theresa's, we provide learning experiences which promote confident, self-disciplined pupils, eager for lifelong learning. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at St Theresa's is evolving according to the needs of our children and to the aspirations of the staff and community.

## **Values**

We aim for every child to discover their God-given gifts and to strive for excellence in all that they do. All our children are taught to live out the values of Jesus Christ and to treat each other with honesty, integrity, compassion and respect. We provide a broad and balanced curriculum; we recognise that every child is unique and created in the image of God.

At St. Theresa's our curriculum is underpinned by our Mission Statement.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and 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 value the importance of each person in our community. We organise our curriculum so that we encourage co-operation and understanding between all members of our community, promoting community cohesion.
- We value the rights enjoyed by each person in our society. We respect each child in our school for their individuality, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and encourage sustainability. We aim, through our curriculum, to teach respect for our world; how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and parent consultations. They are positively encouraged to become involved.

## **Aims and objectives**

The aims of our school curriculum are to:

- teach children to behave in the way that Jesus modelled for us and to provide

- a school experience which fulfils our mission statement;
- promote a growth mind-set attitude towards learning, so that all children enjoy coming to school and embrace new challenges and possibilities;
- enable children to develop their knowledge, understanding and skills; being 'determined to succeed' and becoming independent thinkers and questioners acquiring a solid basis for lifelong learning;
- fulfil all the requirements of the National Curriculum and the Religious Education Curriculum Directory for Catholic Schools in England and Wales;
- enable children to discover their God given gift;
- enable children to be creative through art, dance, music, drama and design and technology;
- enable children to be healthy individuals who enjoy sport and understand the importance of a healthy lifestyle;
- develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy;
- help children understand Britain's cultural heritage;
- develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance;
- enable children to be positive citizens in society and to feel that they can make a difference;
- develop and build within pupils the understanding of healthy and meaningful relationships and age appropriate sex education;
- enable children to understand and respect other cultures.

### **Organisation and planning**

We plan our curriculum in three phases.

We agree a long-term plan (Curriculum Map) for each year group. This indicates what topics are to be taught in each term. We review the Curriculum Maps on an annual basis.

Our medium and short-term plans give clear guidance on the objectives, teaching strategies and assessment for learning that we use when teaching each area of the curriculum.

In the Early Years Foundation Stage (EYFS) we use the objectives from the EYFS curriculum. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

In Key Stage 1 and Key Stage 2 the curriculum is integrated as much as possible. A child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects

The end points for each subject are recorded on the Curriculum Maps for each year group.

## **Assessment**

The pupils' progress against the curriculum is recorded using the school tracking system.

The teachers and subject leaders use the assessments to inform their planning and plan intervention and support strategies for identified pupils.

Subject leaders use the curriculum maps to monitor the teaching and learning of their subject area.

## **Children with Additional Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

Some of our children at St Theresa's have particular learning and assessment requirements that necessitate particular action by the school. These requirements are likely to arise as a consequence of a child having additional educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

If a child has an additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with additional needs. If a child displays signs of having additional needs, his/her teacher and the Inclusion Leader make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If this is not sufficient, we consider the child for a statement of additional needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with additional needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the additional needs register. This sets out the nature of the need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **Children working at the Greater Depth standard**

Children working at the Greater Depth standard are challenged within the classroom environment, through the differentiation of lessons.

## **Disadvantaged Pupils and use of Pupil Premium**

The school aims to ensure that all our disadvantaged pupils have high aspirations and experience a wide variety of activities. This includes, but is not limited to, a programme of extra school trips for disadvantaged pupils in targeted year groups and ensuring identified pupils are targeted for higher academic achievement by careful class grouping.

## **The Early Years Foundation Stage**

The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the Early Years Foundation Stage Framework. Our curriculum planning focuses on developing children's skills and experiences, as set out in the document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned learning activities.

During the children's first six weeks at school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

We are committed to providing a stimulating and challenging EYFS provision and where pupil engagement is strong.

### **Key Skills and Thinking Skills**

At St Theresa's we are committed to the development of skills throughout the school. Each subject's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and there are defined end-points.

The following skills have been deemed 'key skills' in the revised National Curriculum:

#### **Key Skills:**

- Communication;
- Application of number;
- Information Technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

#### **Thinking Skills:**

- Information Processing;
- Reasoning;
- Enquiry;
- Creative Thinking;
- Evaluation.

### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extracurricular activities including: football, Karate, art club, dance club.

### **The Role of the Subject Leader**

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;
- keep up to date with new initiatives;
- monitor pupil progress in that subject area, particularly at the end of each key stage;
- provide efficient resource management for the subject.

As far as resources allow, the school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each

subject 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 for. The subject leader carries out book trawls, learning walks and lesson observations to ensure that the children are achieving their full potential at each key stage and that attainment is as expected.

### **Monitoring and Review**

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. The Curriculum Committee maintains oversight of the impact of the provision of the school's curriculum.

The Executive Headteacher is responsible for the day to day organisation of the curriculum. The Head of School, Phase Leaders and Subject Leaders monitor planning, ensuring that lessons are challenging, with appropriate learning objectives, and make use of a variety of learning styles which promote progression.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.