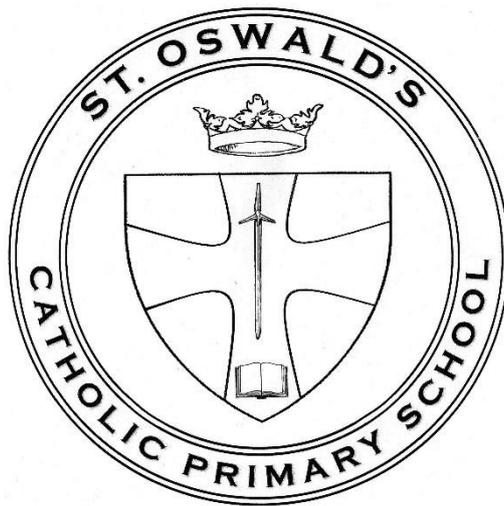


# St Oswald's Catholic Primary School



## Curriculum Policy

Approved by:	Approval date	Renewal date
Standards Committee	07/10/21	September 2022

This Exclusion Policy is set within the context of the whole school aims and mission statement:



*Together with Jesus,  
We will Learn and Grow in Faith*

## **Rationale**

### **Curriculum rationale**

The staff and governors of St Oswald's have a clear vision of the education we provide for our children. We believe that the curriculum should inspire and challenge all children and prepare them to be lifelong learners; we believe that the curriculum is a powerful tool that promotes a love of learning, develops aspirations, a willingness to explore and the time to have fun. Every child is encouraged to succeed and does so thanks to our broad, balanced and enriching curriculum; this is based upon strongly held Christian values and prepares children for life in modern Britain. The Catholic ethos is central to all that we do in school and our vision for loving, learning and growing in faith is paramount to all that we do.

We are passionate in our belief that the curriculum underpins all of our provision as a school, and that through it the children should receive outstanding spiritual, moral, social and cultural guidance and, as a result, make excellent progress socially and academically, equipping them to become the good citizens and leaders of tomorrow. We strive to ensure that there is a broad range of enrichment opportunities including free-to-all extra-curricular activities which promote learning, personal growth and development.

The 2014 National Curriculum differs from previous versions in a number of ways, mainly in that it encourages a deeper learning – mastery – of fewer objectives and through high quality teaching children will develop secure knowledge, understanding and skills across all curriculum areas; which will equip them for the future workplace. It fosters embedded learning and allows children to demonstrate what they know, can do and understand by practising fluency, reasoning and problem solving independent from direct teaching.

Our job in St Oswald's is to tailor the curriculum and its planning and delivery to suit the needs of the learners. We work hard to continue to create and develop a curriculum that harnesses all of the statutory objectives creating school schemes of work and topics which are relevant and stimulating to children in our locality.

### **Values**

We value our Catholic mission; the understanding that all children and staff are unique and loved by God. 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 promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, 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 we aim, through our curriculum, to teach respect for our world, and 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 the school website, letters, homework and curriculum workshops, and are positively encouraged to become involved.

### **Aims and objectives.**

- To enable children to understand the skills and attributes needed to be a successful learner.
- To promote a positive attitude towards learning, so that children enjoy coming to school.
- Reflect high expectations of all pupils so that they are challenged, inspired and motivated in their learning
- To love Jesus and follow his teachings.
- To teach children the basic skills of literacy, numeracy and information technology (IT);
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To enable children to ask questions and take risks.

### **Statements of Intent**

Individual subjects will have a personalised vision. These statements will answer the following questions and include:

What do we want our curriculum to achieve?

What do we want our children to be?

What do we believe is right for our children?

What experiences do we want to include? How will they build over time across the curriculum?

A breakdown of the programmes of study into a series of skills and knowledge objectives that show how we intend to cover the fundamental concepts and aspects of each national curriculum subject.

### **Organisation and planning**

Planning within year groups is a vital part of the whole school working towards consistent and high standards and equality of provision for all classes in all year groups.

The curriculum for each year will be planned to give consistency and skill progression, within and across year groups, clearly identifying end of year milestones/ age related expectations for each subject area. (See appendix 1)

In Key stage 1& 2 curriculum coverage is carefully mapped out with allocations for time for each subject area.

## Long Term

We agree a long-term plan for each year group; this is overseen by the subject leader in consultation with SLT and each year group staff. (See appendix 2)

## Medium Term

As a school, after consultation with staff, we have agreed that the foundation subjects, science and RE should be planned using a medium-term overview which will be annotated to follow children's outcomes from lessons, any necessary lesson adaptations should be made. There will be no requirement for separate short-term planning.

RE planning should follow the requirements of the Archdiocesan Come and See programme, but should not require repetition or excessive planning.

As a Catholic school, R.E. will account for 10% of our teaching time.

Our medium-term plans should be based on work for each half term, the unit of work overview should follow the school proforma giving clear guidance on:

- The statutory programmes of study,
- ARE assessment focusses,
- The time allocation,
- Key vocabulary,
- Resources needed to deliver teaching including ICT and homework opportunities as necessary.

They should also identify opportunities to develop creativity throughout the curriculum, opportunities for extended writing within all curriculum areas and cross curricular links. Medium term planning should be detailed enough for supply teachers to know what objectives need covering.

Within medium term plans, notes for individual lessons **should be kept to a minimum; they should not be prescriptive scripts of lessons, and they should be short.** There should be a real focus on questions and differentiated activities that provide suitable challenge for all groups.

Year group planning can be shared out to lighten the work load, but staff must agree requirements that suit their year group, ensuring a balance of work load and consistency of standard. Planning may need adaptation for individual classes.

Our medium-term planning also takes into account any themed weeks or special events that are planned into the school year. (See appendix 3).

## English & Maths

For English, our school KS1 & 2 follow SIL Long term and medium-term unit plan, phonics & spelling toolkit which are taken from the National Curriculum. These medium-term plans should be annotated to show date and coverage; they do not need to be added to any other document.

Comprehension and SPAG should link with your genre planning where possible.

For English, staff will have to plan for either 5 or 6 lessons as agreed with SLT for year group and must include, genre, comprehension, SPAG & extended writing. There should be additional time for handwriting (see handwriting policy).

**Short term planning** covers weekly and daily more detailed planning. It is the means by which class teachers translate the "what" of Schemes of Work into the "how" of daily classroom activities. There is a school standard format for this planning which should be typed weekly; plans should include the following:

- Date
- Theme or context
- Learning objective
- Key vocabulary
- Differentiated activities for learning
- Success Criteria
- Key questions / Assessment for learning questions
- Focused assessment tasks
- Teachers' assessment notes for groups or individuals to support summative assessment on LA writing and reading assessment and target setting sheets. (see assessment policy)

For maths, our school follows KS1 & 2 White Rose long term and medium-term unit plans, which are taken from the National Curriculum. The medium-term unit plan objectives should be annotated to show planned dates and coverage divided into weeks, in addition the separate continuous maths objectives and Basic Skills should also be annotated to show planned dates and coverage divided into weeks to ensure that they are being covered regularly. Consequently, teachers will be annotating and planning using the three separate parts of the maths curriculum plans.

These medium-term plans do not need to be added to any other document.

For maths, staff will either plan for 5 or 6 lessons as agreed with SLT for age appropriate year group expectations.

**Short term planning** covers weekly and daily more detailed planning. There is a school format that should be typed weekly, plans must include the following:

- Date
- Theme or context
- Basic skills objective and activity for the day
- Main teaching objective
- Key vocabulary
- Differentiated activities for learning
- Success criteria
- Assessment for learning questions
- Teachers' assessment notes for groups or individuals to support summative assessment on Teacher Assessment sheets on LA target setting sheets.

**Short term planning should be kept to a minimum, they should not be prescriptive scripts, they should reflect outcomes from children's' learning.**

### **EYFS (See EYFS Policy for further information)**

As learning in EYFS is child initiated, planning will be adapted and modified to show the children's interests.

EYFS use the Early Learning Goals and Age Related Expectations

Long Term Planning

This shows an overview of the topics covered throughout the year

Medium Term Planning

Early Years medium term planning highlights development matters and early learning goals that will be covered in all areas of learning for each half term, these will be bullet pointed.

Short term planning

September 2021

In Early Years, the daily planning highlights all carpet sessions, focus group work, continuous provision and all enhancements that the children will access independently. It outlines what developmental matters or early learning goals the children will be working towards and activities that will be available for them to achieve this. Structured questions will also be highlighted in each area of learning. Daily planning is annotated each week to show which objectives and activities children found easy or need to be readdressed and to allow for children's interests to be planned for.

For EYFS, staff should use the school proforma which includes:

- Date
- Objective
- Key vocabulary and questions
- Role of the adult
- Assessment opportunities
- Child initiated or adult directed
- Links to enhancements of areas of learning
- Planning for the outdoor environment

### **Children with Special Needs, including children working at greater depth**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN and inclusion policies. All children's achievement and attainment is carefully tracked to ensure the correct provision for children and groups of children.

If a child has a special need, St Oswald's does all it can to meet those individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs, our Local Offer is available on the website for all to access. If staff or parents or carers raise a concern about a child, his/her teacher will make an initial assessment under advice from the SENDCO. 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 a child needs an external assessment, the SENDCO will bring in outside providers dependent on children's needs, these are accessed via Consortia. Provision needed will be carefully mapped and agreed with parents and carers.

If a child is working at a higher level or at greater depth, lesson planning will ensure that they will be challenged towards mastery of subjects, by being given open-ended questions and tasks that extend and consolidate understanding and ensure that the children are able to apply the knowledge to problem solving and justifications. They are encouraged to think conceptually and independently,

### **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;
- Monitor overall pupil progress in that subject area;
- Provide efficient resource management for the subject

It is the role of each subject leader to make a highly effective contribution to the schools' ongoing development, to ensure that children experience a wide range of exciting and stimulating teaching within their areas. They do this by keeping 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, they canvas opinions from staff, pupils and parents and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that

there is full coverage of the National Curriculum and that progression is planned into schemes of work. Subject leaders are accountable for their areas monitoring and review

### **Monitoring of the curriculum**

Our Governing Body Standards and Curriculum Committee is responsible for monitoring the way the school curriculum is planned and implemented. This committee reviews each subject area in its cycle of review and development. We have named Governors for core subjects. The Governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects through governor visits to school and subject reports on a rolling programme during the academic year.

The Head Teacher and SLT have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need to deliver an effective and enjoyable curriculum.

#### **Review**

The Governing Body will review this policy statement biannually and update, modify or amend it as necessary to ensure the policy meets the needs of St Oswald's Catholic Primary School.

### **COVID**

#### **Recovery Curriculum**

During June 2021, all children in Y1-Y6 took NFER assessments for Reading, Maths and GPS. This data was analysed and compared to national data. For each year group and subject, all questions where there was a significant negative difference to the national sample were identified as areas to be focused upon this academic year for the cohort as part of our recovery curriculum and will be addressed in each year group via Focus Fridays and Basic Skills sessions.

In Year 1, continuous provision has continued again this academic year, but focusing upon the identified weakest aspects from end of reception data.

To provide additional time to focus upon core learning, and building upon last year's approach, we are trialing Art and DT being taught during an Art and DT week rather than a weekly lesson.

#### **Catch Up Curriculum**

Focusing upon the bottom 20% of pupils, Intervention will robustly target SEND children for the four broad areas of learning and children who have not met ARE in reading, writing and maths. Priority in these small group interventions will be given to Pupil Premium children, and those in particular who have 2 out of 3 subjects.

(See Intervention Policy and Provision Maps)