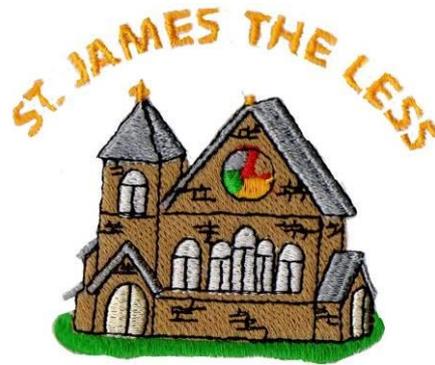
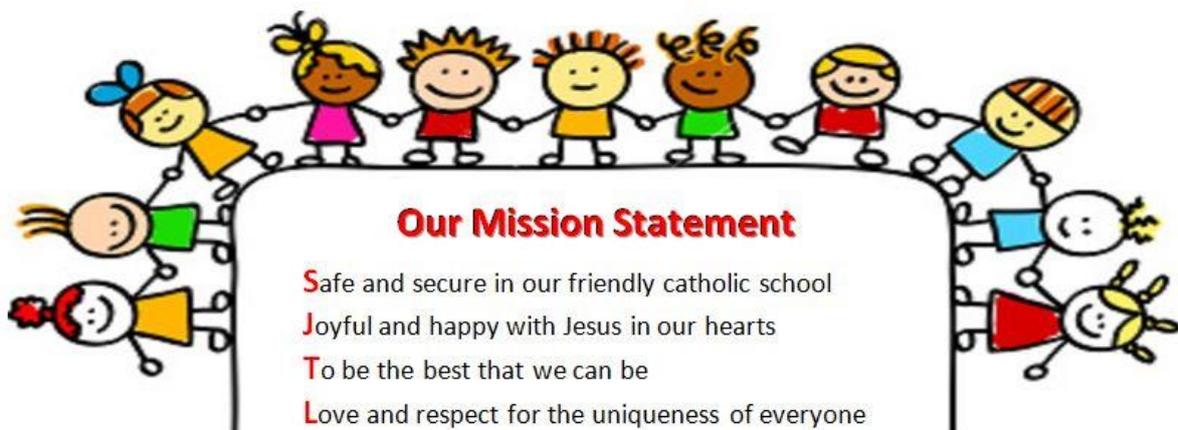


# St James the Less RC Primary School



Curriculum Policy

Updated Autumn 2020



## **Our Mission Statement**

**S**afe and secure in our friendly catholic school

**J**oyful and happy with Jesus in our hearts

**T**o be the best that we can be

**L**ove and respect for the uniqueness of everyone

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## **School Vision and Aims**

The curriculum is planned effectively to provide continuity and progression. Our curriculum promotes an enjoyment of learning and a commitment to learning and achieving, through which we aim to:

- Promote children as independent learners
- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it into a context
- Establish strong cross curricular links to ensure a broader understanding
- promote personalised learning
  
- ensure that teacher time is used to the greatest possible effect
- develop the use of teaching assistants in managing the classroom environment
- maximise the progress children make in their education
- enable social, spiritual, cultural and moral development in each child
- provide equal access for all children to a broad and balanced curriculum
- provide new challenges
- provide enrichment opportunities where learning and teaching can take place beyond the classroom
- Give opportunity for a flexible timetabling approach to make space for true depth of study
- Promote British values
- Ensure our curriculum has a clear rationale

## **Rationale**

At St James the Less, our curriculum rationale is based on our shared vision of teaching and learning and reflects our schools vision and Catholic ethos. Please see our curriculum Rationale document. Individual subjects have their own rationale.

### **The curriculum will promote:**

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background;
- Pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world; promoting rule of law, democracy, individual liberty, tolerance of other faiths and beliefs and mutual respect.
- A commitment to lifelong learning

## **Structure**

In order to achieve these aims, St James the Less will work in collaboration with pupils, parents and the community to provide a curriculum which:

- is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and special educational needs;
- provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals;
- satisfies the requirements of legislation relating to the National Curriculum and religious education, ensuring that sufficient time is allowed for all aspects of the curriculum and the development of essential skills especially English, maths and the use of information and communications technology.

## **Teaching and Learning Styles**

We recognise that teaching has the most direct influence on how much progress each child makes.

Lessons generally start with whole class teaching, using open ended probing questions, visual stimuli and talk partners; followed by a period of learning, where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- Responding to the needs of the individual learner
- Use a variety of teaching styles including visual, auditory and kinaesthetic
- having high and realistic expectations of themselves and pupils and give encouragement to achieve those expectations
- enjoying teaching and teaching with enthusiasm and humour
- using Teaching Assistants to support the work of individual children or groups of children
- setting differentiated tasks to elicit a variety and depth of response;
- grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate;

A detailed Teaching and Learning Charter is agreed on an annual basis to specify teaching and learning requirements in much greater detail. Please refer to this document for further information.

## **The Creative Curriculum and Planning**

There are three parts to our planning:

A. Long term themes for the year using yearly overview format: these are what themes will be taught and when. We also include a number of 'Theme Weeks' where all of the school works together promoting cross phase work when appropriate.

B. Medium term planning: Activities are matched to curriculum objectives, where possible teachers include the children's input about what they would like to learn within the topic; we then consider what the best learning sequence will be.

C. Short term planning: Teachers use the Key Skills and translate them into meaningful activities for the children.

- Teachers plan collaboratively in their PPA sessions as and when needed.
- We have produced a tailored approach to the curriculum to suit the needs of our children. It is taught as a two year rolling programme in KS2.
- Medium term planning is written in a child friendly way and shared with the children (in KS2 it is stuck in the front of topic books)
- Before the start of each topic children are asked to contribute to the planning of the next topic (sometimes through a KWL grid)
- Topic objectives and activities should focus as much on independent learning as possible.

Teachers send a brief overview of the curriculum home half/termly to parents and carers in order to extend the partnership between home and school.

## **Homework (refer to Homework Policy)**

Research has shown that homework or home activities can make an important contribution to children's progress at school. At St James the Less we value parents and carers as partners in their children's learning. Through a structured approach to homework we seek to develop a (continuous) structured programme that gives clear expectations each week.

Teachers in each class produce a half/termly overview of topic homework that is to be completed each week. In order to encourage children to complete homework Dojo points are allocated for each activity. Children complete topic homework in their homework book which is returned to school regularly.

## **Resources**

Resources are located in classrooms and resource cupboards available to all staff. Coordinators review resources needed and order as necessary.

Leadership teams and class teachers are responsible for monitoring the use of resources and arranging for replacements to be made, following the general school ordering procedures.

Staff are asked to inform curriculum team leaders if any resources are damaged or need replacing; they are also asked to submit any resources to be added to existing stocks.

We value experiences and people as resources, and use them as frequently as possible.

We frequently use computer technology as part of our teaching. Pupils are encouraged to consider online safety at all times and strategies to do this are frequently discussed.

## **Assessment and Recording (refer to Assessment Policy)**

Class teachers to monitor the coverage of key skills and ensure that all non-negotiables are taking place.

We are currently reviewing assessment in line with the new national curriculum to ensure progress and achievement is monitored and that age related expectations are standard.

Curriculum Team leaders collect evidence; planning, assessment data, photographs, work, and children questionnaires from year groups to compile a portfolio that allows them to assess how well their subject is being delivered.

At the end of each unit, teachers assess children's knowledge and understanding.

Subject leaders collect assessments for foundation subjects annually, which show achievement in relation to age related expectations.

The school tracker will be updated every half term and each year groups KLIPs are updated regularly.

Teachers review children's progress with parents at least once a year at a parents evening and termly reports.

All staff adhere to our Marking and Feedback policy.

We hold annual 'Meet the Teacher' meetings in September. Teachers introduce parents to the curriculum in their year group and explain how parents can best support their child at home.

## **Monitoring and Review**

The Creative Curriculum Leader and the Head Teacher are responsible for monitoring and reviewing. This process is reflected in the co-ordinator's action plan, and is achieved through:

- regular observations of lessons
- regular scrutiny of Topic Books
- pupil conferencing
- collating data from questionnaires

Collecting assessment data

Collecting evidence in subject leader file

Subject leaders review and amend subject leader booklets. They produce action plans on an annual basis, responding to data. An annual report on curriculum development is reported to governors.

## **Inclusion (refer to Inclusion policy)**

Here at St James the Less it is expected that all children are given the opportunity to learn in an environment that allows them to access a range of learning styles. Teaching and Learning should match expectations of the children. All children should be motivated and supported at all levels, including AGT, SEN and PPG. A detailed SEN,AGT, PPG policy gives further information.

## **Health and Safety (refer to Health and Safety Policy)**

At St James the Less we follow Lancashire guidelines and have a detailed Health and Safety Policy. Risk Assessments are carried out for all educational visits.

This policy will be updated on an annual basis, or earlier, to reflect the changing nature of curriculum development and government policy.