

Our Lady of Perpetual Succour Catholic Primary School

Curriculum Policy September 2023



We learn to love everyone as Jesus loves us

Curriculum Intent

At Our Lady's the curriculum is designed to:

Ensure that all pupils achieve their full potential and enjoy an enormous range of highly engaging and memorable learning opportunities that allow them to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum. Children leave Our Lady's with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

At Our Lady's our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Our creative and reflective curriculum inspires children to ask questions and develop positive attitudes to learning both now and for the future. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential

Overview statement

This policy sets out the school's aims, principles and procedures for the delivery of the curriculum at Our Lady's. It reflects the values and philosophy of our learning community and it gives a framework for staff, both teaching and non-teaching, as well as governors, parents/carers, members of our learning community both present and future, and any other interested parties.

Linked Policies:

- Teaching & Learning Policy
- Confidentiality & Data Protection
- Health & Safety Policy
- Inclusion Policy
- SEND Policy
- Child Protection & Safeguarding Policy
- Health & Safety Policy
- All Subject Policies

Our Lady's Curriculum

Principles

At Our Lady's, we believe in personalised learning that facilitates progression, inclusion and high standards, together with the development of wider personal skills to allow success as young people and adults. Our Lady of Perpetual Succour Catholic Primary School seeks to support its pupils by offering a curriculum that is broad, balanced and appropriate to the pupils' ages, abilities and aptitudes. We value our freedom to make decisions relating to the curriculum, utilising the National Curriculum, the professionalism of our staff and educational best practice to inform our decisions.

Our curriculum includes various extra-curricular activities that are organised in order to enrich the children's experience as well as the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our curriculum is all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, responsible people who can work and co-operate with others, while at the same time developing their knowledge and skills in order to achieve their true potential. Accordingly, Our Lady's provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

Aims of Our Lady's Curriculum

The key aims of Our Lady's curriculum are to:

We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We aim for all children to achieve their full potential, whether in academic work, artistic work, sport or play.

We aim to provide a happy environment that is caring and supportive to all with a broad and balanced curriculum with high quality teaching and learning experiences.

We aim to encourage children to make a positive contribution to our school and the local community and to appreciate their place in the wider world.

We aim for our children to have a secure understanding of personal and physical development that will enable them to achieve self-awareness and the capacity to make good life choices in the present and in the future.

Further aims:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;

- to ensure every unique child, who is constantly learning, can be resilient, capable, confident and self-assured.
- to give equal prominence to the value of all areas of learning
- to ensure that every child has a love of reading
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multicultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum and the Come & See program for Religious Education;
- to teach children to have an awareness of their own spiritual development, and
- to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Implementation

Organisation and Planning

Children are organised into mixed ability classes with approximately 30 children in each class. Provision is made for a range of activities and opportunities to enrich the lives of young people, families and the wider community- with visits, visitors and the use of the outdoors. We plan our curriculum in three phases.

- Year group overview of topics to be taught (long term plan) and individual subject specific long term overviews. These are reviewed annually and ensure progression across key stages.
- Through our medium-term plans we give clear guidance on the lesson objectives to be taught each half term for each topic or subject.
- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to identify what resources and activities we are going to use in the lesson.
- In the Early Years Foundation Stage, we deliver a narrative immersion approach which puts stories at the heart of the curriculum. This provides a firm foundation and enable children to be Year 1 ready.

Curriculum Policy Guidance

Planning is systematic, learning shows links where relevant and teachers understand expectations and high challenge through training. Our Lady's plans the curriculum with reference to the National Curriculum in all subjects. We aim to deliver a broad, balanced and challenging curriculum to prepare our pupils for transfer to the next key stage and life beyond. Our Lady's pupils study English, Maths, Science, Art, PSHE, RE, Computing, Design and Technology, Languages (French with the support of a specialist teacher), Geography, History, Music, and PE. All subjects are taught in mixed-ability groups with appropriate levels of differentiation and extension.

Quality First Teaching

At Our Lady's, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing children's progress.

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Staff use highly focused lesson design with sharp objectives.
- Staff have high demands of child engagement with their learning.
- Lessons have high levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

The curriculum has been reviewed and developed with governors, senior leaders, middle leaders and teachers.

Extension Learning Opportunities

The school provides an enhanced curriculum to increase children's enjoyment and achievement. Themed weeks e.g. Keeping Safe, Anti- Bullying, visiting theatre groups, visits to the theatre and events, World Book day. All these opportunities motivate the children and make learning fun. At every turn, we encourage our pupils to look beyond themselves and our school, to learn about their own locality of Widnes and Liverpool as well as the wider world. We believe we are an integral part of our local community and are keen to share our resources, time and skills with other schools and organisations.

Our additional extra-curricular activities include Dance Club, Football, High Five, Cross Country, Athletics, Art, Writing, Reading, Maths,

Activity Passports: Every child, from Reception to Year 6, will be presented with an 'age-appropriate' passport at the start of the academic year listing activities and

experiences children could undertake. Every half term we bring in the activity passports and celebrate those who have completed achievements and activities.

The Early Years Foundation Stage

Children learn basic skills through play activities which are carefully planned to include the prime and specific areas of learning.

Prime Areas: Personal, Social and Emotional Development; Communication and Language; Physical Development.

Specific Areas: Literacy; Maths; Understanding of the World; Expressive Art and Design. In the Early Years, teachers build on children's previous experiences and ensure that everyone feels included, secure and valued.

The aim of the EYFS curriculum is to ensure equal access to the Early Years Foundation Stage learning objectives whilst also taking account of previous learning experiences and individual rates of development.

The curriculum that we teach in our Reception class meets the requirements set out in the Early Years Framework 2021. Our curriculum planning focuses on the Development Matters and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The Role of the Subject Leader

Each subject leader checks each year group's Long Term plan against the National Curriculum for coverage in their subject area. If there are gaps, the relevant year group teacher is informed to ensure comprehensive coverage.

The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject;
- Support and advise colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject.
- Have an awareness of the schemes of work from EYFS to KS2
- Report to the Head teacher and Governors on the strengths and areas for development of the subject and the strategies for improvement.

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 the subject and sees that progression is planned into schemes of work.

Monitoring and Review

Assessment is carried out across the school. Children are assessed against EYFS Development Matters in Reception. In Key Stage 1 and 2. Teacher assessment is carried out in the following way:

- Pre/post topic mind maps
- O track electronic tracking system using 'I can statements'

Subject Leaders and SLT monitor the way the subjects are delivered throughout the school through lesson observations, book monitoring and learning walks. They examine long-term and medium-term planning and ensure coverage of the national curriculum through objectives. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by SLT and will be reviewed every _____ by staff and governors.

Signed

Chair of Governors:

Review date: September 2024