

ST. STEPHEN'S CATHOLIC



PRIMARY SCHOOL

# Curriculum Policy

## September 2022

### DOCUMENT STATUS

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# **St Stephen's Catholic Primary School**

*'Love like Jesus. Learn like Jesus. Live like Jesus.'*

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# **St Stephen's Catholic Primary School**

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## **Statement of Intent**

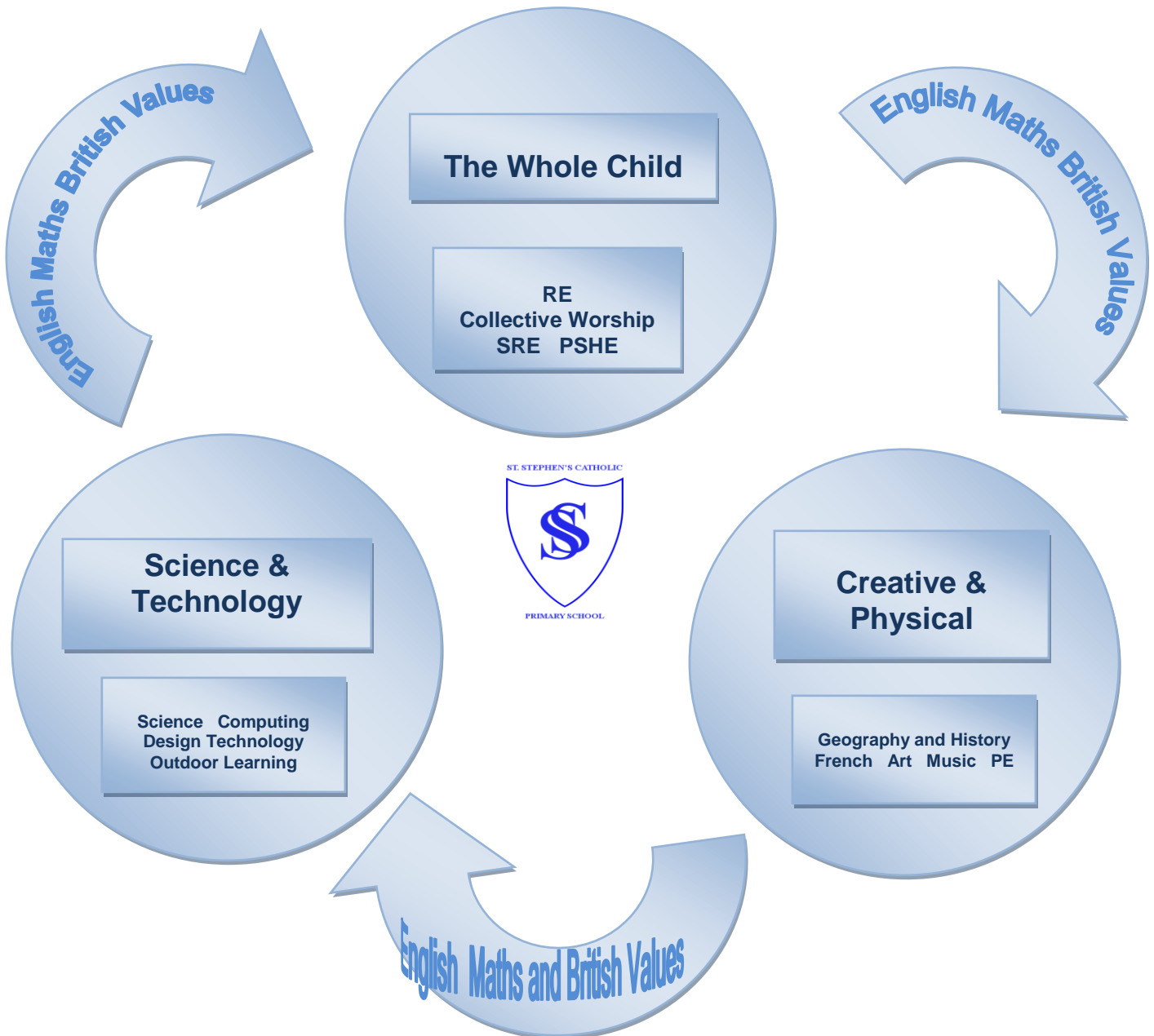
At St Stephen's Catholic Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

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## 1 Curriculum Model



## 2 Curriculum Intent

St. Stephen's Catholic Primary School endeavours to offer a curriculum that develops a well-rounded, responsible and happy pupil. We provide a programme of rich and varied opportunities that inspire and motivate our pupils fostering a love of learning for all. A broad and balanced curriculum is crucial to ensure our pupils are offered a wide range of life choices and opportunities and prepares them for the next stage of their education.

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Our vision and Catholic mission is for our children to come to school filled with enthusiasm and an eagerness to learn recognising their gifts and talents every day. In order to do this, we aim to arrange a variety of enrichment activities for the children to visit interesting places, experience live performances and offer opportunities that they would never have the chance to be exposed to. We know that this will impact on their learning and improve attainment in all subjects as well help them to grow spiritually, morally and socially.

We believe in a school where the origins to our plans for teaching and learning stem from the 'why' rather than the 'what'. We want to enable students to understand the world around them and the skills that they hold within, so that they can become passionate, fulfilled individuals and pro-active, conscientious citizens of St. Stephen's and the wider community. In order to achieve our goal, we will teach engaging, inspiring lessons that cover a rich and varied curriculum. We know that this will result in happy pupils with a thirst for learning that will see them reach their vast potential in whatever field they intend to pursue.

## **3 Curriculum Implementation**

As a school, we place a great deal of importance on academic learning. We take the progress and attainment of each child achieving the very best they are capable of very seriously. However, we also view each child as a complete person and our curriculum has been tailored to ensure that each child grows as a person and recognises their place in our community and in our ever-changing world.

Our curriculum has been designed to reflect that life at St. Stephen's Catholic Primary School is rich, varied, caring, inclusive, exciting, challenging, inspiring, but above all, rewarding. This runs through all subject areas, including our high quality text led English units and our Maths curriculum that builds upon knowledge gained over time and applied into problems and investigations. (See Appendix A)

Our approach to teaching across the whole curriculum puts children at the heart of their own learning; taking an active part in lessons and ensuring that the children are rich in language and cultural diversity. We recognise that children have a thirst for knowledge and we are committed to nurturing young writers, performers, readers, international speakers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons, computer users and so much more!

We aim to provide the building blocks of knowledge that enable the children to progress and follow their dreams through fostering the qualities of resilience and inquiry as well as planning opportunities for the children to know about keeping safe.

We also plan for and promote British Values, (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs) ensuring that children are aware of their rights and responsibilities as a UK citizen. They are values that give a simple message to our young people, 'In Britain, no matter what your background, you can fit in, you can succeed and you can belong'.

In order to allow the children to fully develop these aptitudes, language is a key focus for us. We aim to develop the children's communication abilities and also provide them with the rich and specific vocabulary (from across the curriculum) that underpins their knowledge and understanding.

We are a school that proudly embraces change and does not shy away from the increasing use and dependence on IT in the world. Everything that we do in IT is geared towards removing the fear from using computers and the internet. Children use the internet and will continue to do so. Therefore, our responsibility is to prepare them for the digital world and motivate them to become

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responsible digital citizens. Staff members do everything in their power to stay up-to-date with the developments in this field and perpetually promote the importance of e-safety.

Learning is also enhanced by a carefully planned range of educational visits with their strong links to enhance the curriculum. Our curriculum is also structured to use the wealth of local resources (including those further afield) to enhance the children's learning experiences.

Our approach to assessment is built upon these milestones, looking to use assessment to monitor and support the children's learning over a number of years to ensure that their maximum potential is achieved.

## 4 Curriculum Impact

In order to determine the impact of the curriculum, subjects will be monitored across the whole academic year. Subject Leaders will work in collaboration with class teachers to conduct lesson studies, pupil voice and book/work scrutiny to ensure that our pupils receive the very best academic experience.

Term	Curriculum Area	Year Groups Monitored
Autumn 1	RE * English* Maths* MFL Science Art/DT	All classes
Autumn 2	English Science History/Geography* Computing * Music * PE PSHE	All classes
Spring 1	RE English Maths MFL* Science * Art/DT*	All classes
Spring 2	Maths * Science History/Geography Computing Music PE * PSHE *	All classes
Summer 1	RE English* Maths	All classes

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	MFL* Science* Art/DT	
Summer 2	RE/RSHE* Science History/Geography* Computing Music PE PSHE*	All classes

\* Denotes when monitoring will take place during staff meeting times

The recording of learning and pupil progress will take the form of actual work in individual workbooks and online platforms – Tapestry for Early Years Foundation Stage and Seesaw for all other year groups. For all pupil learning to be captured appropriately, ratios of evidence across both forms is set out below:

Subject	Evidence in Books	Evidence on Seesaw
RE (LFs per topic)	4	2
English – Writing (per week)	4	1
English – Reading (per week) Peer assessed	4	
Maths (per week)	3	2
Science (per half term)	5	1/2/3
History and Geography (per half term)	5	1/2/3
Art and DT (per half term)	4	1/2/3
PSHE (per term)	3	1/2/3
MFL (per term)	4	1/2/3
Music/PE (per half term)	-	3

During assessment weeks, evidence in books and online platforms for both English and maths will be reduced by 1 piece of work.

Learning objectives are to be used when adding work to Tapestry or Seesaw and appropriate subject area/s to be tagged to aid subject leads when monitoring.

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## 5 Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

The Education Act 2002

The Children Act 2004

The Equality Act 2010

DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2014) 'The national curriculum in England'

DfE (2017) 'Statutory framework for the early years foundation stage'

DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

Homework Policy

Assessment Policy

Equal Opportunities Policy

PSHE Policy

Relationships and Sex Education Policy

SEND Policy

## 6 The role of the Subject Leader

- Bringing specialist knowledge to the development of the subject within the curriculum
- Distributing leadership
- Utilising strength of team members
- Establishing a collective responsibility that everyone makes a difference
- Moving the school forward
- Professionally developing staff
- Raising standards
- Enriching the curriculum
- Sharing expertise

### Elements of the role

- Being clear as to the knowledge children are expected to gain in each subject in each year group and how this knowledge will be cumulative and progressive, with aspects interlinking across subjects.
- Knowing how well children make progress and what the standards are.
- Evaluating impact of actions and using this to plan next steps for improvement.
- Action planning for future development.
- Ensuring that appropriate resources are in place to deliver a rich and challenging curriculum.
- Having oversight of curriculum coverage and ensuring the curriculum meets national requirements.



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- Providing guidance and support to colleagues.
- Taking part in and Leading professional development
- Overseeing the effectiveness of assessment: what does progress look like / feel like in the subject based on the curriculum model?
- Promoting the subject and taking a proactive stance with staff and pupils.
- Monitoring the effectiveness of teaching and the impact on learning and progress.
- Making best use of financial and human resources to impact on progress

## 7 Roles and Responsibilities

Subject	Subject Leader (s)
RE	Suzanne O'Regan
English - Reading	Anne Georgiou
English - Writing	Michael Glynn
Maths	Annette Doyle
Science	Chloe Williams
Art	Laura Fitzharris
Music	Simon Gosling
PE	Simon Gosling
Geography	Anne Georgiou
History	Anne Georgiou
PSHE	Louise Burnham
French	Suzanne O'Regan
Computing	Emily Parker
Design Technology	Laura Fitzharris

## 8 Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

Age  
Disability  
Gender reassignment  
Marriage and civil partnership  
Pregnancy and maternity  
Race  
Religion or belief  
Sex  
Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SMT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

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## **9 Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups to work on topics covered in lesson to ensure they do not fall behind their peers as set out in their individual provision maps.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCo.

The SENDCo will work closely with teachers to help them break down any barriers pupils with SEND have to education.