

Curriculum Policy 2019/20

This General Curriculum Policy has been approved and adopted by the Governing Body and will be reviewed annually.

Mission statement

As a Catholic School we value the special identity that God's love has created in each of us. The Gospel inspired values of trust, honesty, self-respect, self-discipline and forgiveness are at the heart of our everyday loving and caring for one another.

All our curriculum activity reflects these principles as we search faithfully for excellence. Together with parents, families, the church and the community, we encourage each individual to develop their God given talents and skills and realise their unique potential.

Our Mission

Our Mission is to live in the way Jesus wanted. He told us to "Love One Another as I have loved you."

The curriculum, in its fullest sense, firmly underpins the Vision and Mission statements, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this.

In the daily living out of our Christian faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. It is rooted in Gospel Values and lived out in the daily life of the school. The curriculum aims to meet the needs of all children whatever their individual requirements.

We believe that our children should be resilient, confident and independent learners.

Specific Areas

Reading in Foundation Stage (FS2) and Key Stage 1 (KS1)

- During Read, Write Inc lessons children learn the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes.
- They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases.
- Read, Write Inc lessons are 45-60 minutes long depending on the level of the group. The groups are assessed half termly and adjusted to meet the needs of the children. Read, Write Inc is taught from when children enter FS2 and continues into Y2 until all children have a firm knowledge.

- Once children in Y2 have completed all phases they will move onto guided reading, literacy and grammar.
- Foster a love of reading through Core Story, Topic reading books and the reading challenge.

Reading in Key Stage 2 (KS2)

- Whole class reading lessons will take place at least 3 times a week and will use cross curricular, high quality texts with high levels of rich vocabulary and challenge.
- An additional reading session per week will be used to access Bedrock Vocabulary.
- Children will foster a love of reading through Core Story, Topic reading books and reading challenge.
- Children will be encouraged to “Read for Pleasure” independently or with an adult for a minimum of 3 times a week using their reading record to track this.
- Opportunities to read books using the reading challenge titles which are arranged by Lexile score.
- Use a working wall and displays to promote reading strategies and stem sentences
- Reading displays promote well chosen books and a range of literature chosen by SLT and English Coordinator.
- Children will have the opportunity to read out loud in Masses and Liturgies

Writing in FS2 and KS1

Children in FS2 and Y1 (some children in Y2) following the Read, Write Inc scheme will:

- Write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and ‘tricky’ words they know.
- Practise handwriting every day: sitting at a table comfortably, they learn correct letter formation and how to join letters speedily and legibly.
- Children’s composition (ideas, vocabulary and grammar) is developed by drawing on their own experiences and talking about the stories they read.
- Each lesson children are taught to ‘tick or correct’ their work which embeds editing skills.
- Children in the Green Group and higher complete an independent write each week to allow extended writing using that week’s Read, Write Inc book as a stimulus.
- Children who have completed the Read, Write Inc scheme in Y2 will complete an independent write each week to allow extended writing using the topic as a stimulus. To be given the opportunity to edit pieces of writing with a partner or as an individual.
- To access speaking and listening through role play and drama.
- To communicate in different situations and to understand the process of presentation.

Writing in KS2

- KS2 Grammar lessons to be taught once a week as a bespoke lesson with a focus taken from the KS2 Writing Assessment Grids
- Guided writing sessions to take place once a week (where possible) with a focus group of children to help support progress in writing.
- Independent writing session at the end of each week’s English sequence to allow extended writing using cross-curricular links as a stimulus.

- To be given the opportunity to edit pieces of writing with a specifically taught focus. This can be done independently, with a peer or as a guided writing session.
- Daily spelling sessions (including use of online Spelling Shed games once per week) based upon spelling rules and year group statutory spelling lists.
- Handwriting based on our school scheme.
- To access speaking and listening through role play and drama.

Mathematics

- Arithmetic and times tables– to be taught and strategies practised every day making use of TTRockstars in KS2.
- Maths meeting to take part every day to tackle misconceptions and improve understanding through overlearning
- Mathematics Mastery 6 part lesson to be used, which includes the talk task and independent learning (In FS2, children are introduced to Mathematics Mastery and complete a 3 part lesson – Introduction, Talk Task and Develop Learning).
- Use of concrete manipulatives and working wall to demonstrate strategies and show the more able the next step in their learning.
- Opportunities to use maths in the real world including the outdoor environment.
- Children should be able to verbalise the methods and strategies that they are using.

Creativity

- Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
- Provide the correct stimulus to engage the children.
- Create a culture where everyone’s ideas are accepted, respected and developed.
- Teachers make use of outdoor learning area with support of Forest School instructor.
- Open ended, challenging and practical tasks.

Social Skills

- To respect the opinion and feelings of others.
- To work as a team and be able to share with and support each other.
- To understand different social situations and adapt.
- To help others.
- To always use their manners.
- Provide opportunity for all children to be able to share their work and celebrate their success particularly through Showcases and assemblies

Thinking Skills

- To encourage and develop independent thinking.
- To ‘have a go’ and not fear failure.
- To develop questioning and answering skills.
- To retain and build on previous knowledge.

Religious Education

- at least 10% of teaching time allocated for RE following the Come and See programme of study.

“The programme has been developed to respond to the needs of children today in their faith journey, to enable them to grow in their religious literacy and understanding in a way that is coherent with current educational principles.

It is designed to support teachers in their delivery of religious education. It integrates the *Catechism of the Catholic Church*, the *Catholic Levels of Attainment* and the new *Religious Education Curriculum Directory*.

At the heart of the programme is the mystery of God’s self-revelation of love through Jesus Christ. ***Come and See*** gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.” Rt. Rev. Peter Doyle, Bishop of Northampton

Excellence in Religious Education is to be achieved by:

- clarity of succinct religious learning objectives,
- key content,
- by appropriate methodologies,
- rigour,
- richness of resources,
- accurate methods of assessment.

PE

- 2 sessions per week for KS1 and KS2. FS2 one lesson per week.
- Children have access to specialist PE tuition.
- Two members of staff to be present in all PE sessions.

Computing

- Discreet Computing lessons and also continuous links across all subjects.
- Regular assemblies and interventions regarding Internet Safety and Cyber Bullying

Science

- Teacher’s will follow the school’s progression of skills grid and yearly overview to ensure coverage of Science curriculum
- Some links made into topic themes but mainly discrete lessons where links would be tenuous.

Humanities

- Taught within the topic-based curriculum with clear progression based on National Curriculum and in line with school’s progression of skills and knowledge document.

Design and Technology

- Based around the 4 principles of Design and Technology as set out in the National Curriculum – Design, Make, Evaluate and Technical knowledge.
- Taught within the topic-based curriculum with clear progression based on National Curriculum and in line with school's progression of skills and knowledge document.

Art

- Taught within the topic-based curriculum with clear progression based on National Curriculum and in line with school's progression of skills and knowledge document.
- In order to “become proficient” (NC2014) in a range of art techniques, Art has been divided in to 6 sub-groups which are drawing, painting, collage (including digital art), 3D and clay, printing and digital art.
- In addition, KS2 children will keep a record of all experimentation and analyse of artwork in a personal sketchbook. This will include artist studies, evaluating own work, close reading of pieces of art and exploration of particular art skills and techniques.

MFL

- Use of online teaching tools to deliver a foreign language curriculum.

Starting points for planning – National Curriculum objectives and attainment targets; skills and attributes

All children follow the statutory requirements of the Foundation Stage, the National Curriculum for Key Stage 1 and 2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. Themed topic work and cross-curricular opportunities are used to enhance children's knowledge and understanding.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Visits
- Residential Visits
- Themed Curriculum Days
- Learning Mentor groups
- Links with high schools

Please refer to ‘Year Group 2 Yearly Cycles and Curriculum Information’ document.

Please refer to “How we teach Reading, Phonics and Writing” documents and “How we teach Maths” document

Reviewed 2/3/20 and 3/4/20

To be reviewed annually but updated accordingly with new developments within the curriculum.

Date of next April 2021