

St Philip's Catholic Primary School

Curriculum Statement

Spring 2019
Review Spring 2020



Our Mission Statement

St Philip's is a welcoming community where everyone belongs.
With Christ at the centre, we pray together and show our love for
God by living the Gospels.

Showing care and compassion for each other, we are kind and
sharing; treating each other fairly and with respect. We value
everyone as unique children of God.

We create a caring, stimulating environment where everyone feels
safe and secure.

We foster a love of learning, embracing challenge and never giving
up. With support and encouragement, we learn from our mistakes
and always strive to do our utmost.

We find the best in all, nurturing our individual strengths and
developing the confidence to allow everyone to reach their
potential, preparing ourselves for the journey ahead.

State schools are legally required to follow the current National Curriculum for primary schools.

At key stages 1 and 2 the statutory subjects that all pupils must study are: RE, art and design, design and technology, English, geography, history, computing, mathematics, music, physical education and science. Modern Foreign Languages (MFL) are statutory at KS2 only. In addition to these, we also teach EPR.

At St Philip's the curriculum has been organised into integrated topics. Each topic has been given a key focus of History, Geography or Science, and links have been made to other curricular areas within the topic and curricular focus.

Subjects are still taught discretely but links are made across them to a common theme where this is possible. If this is not possible they are taught discretely to ensure curriculum coverage.

Staff are encouraged to broaden the experience of the topics for the children through educational visits, visitors into school and shared experiences of the wider school community, e.g., involvement with parents and school links etc.

At St Philip's Catholic School we aim to:

- Put Religious Education at the heart of our school curriculum in order to develop the Catholicism and spirituality of our pupils.
- Provide a broad, balanced and exciting curriculum; ensuring that all pupils have access to a range of subjects.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum and the EYFS Framework.
- Continue to raise education achievements as a vital key to improving the quality of life of our children.
- Continue to promote high expectations about educational standards and achievements, acknowledging and challenging disadvantage and discrimination in all forms.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
- Embed key skills in order to prepare children for real-life and everyday situations.
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
- Develop social skills and encourage children to become more active citizens within the school community and beyond.
- Encourage our children to develop a Growth Mindset – demonstrating the key skills of perseverance, problem solving, creativity and making links in their learning
- Draw on key research in Cognitive and Neuro Psychology to enable children to develop the skills and knowledge to reach their potential.

Entitlement

All pupils have equal access to the whole curriculum.

When planning the curriculum we will ensure that:

- It celebrates our Catholicity and identifies us as a Catholic school.
- It draws on and recognises the value of linguistic, religious, cultural and ethnic diversity particularly within our local community and that it presents positive images to our pupils.
- We cater for the needs of all pupils; recognising and planning for the needs of all pupils including those with special needs, gifted and talented pupils.
- We use available resources effectively to meet the individual needs of all pupils.

In particular all pupils will:

- Have an education that enables them to develop the knowledge, understanding and skills identified in the National Curriculum and Early Years Foundation Stage Framework
- Be shown respect as learners and individuals
- Have planned opportunities to develop their literacy and numeracy skills
- Have opportunity to develop and understanding of the significance of ICT and how it will affect their lives
- Experience a planned programme of EPR and RE following the Diocesan scheme of work.
- Receive accurate and helpful feedback from teachers on how well they are doing at schools and ways of improving their work and guidance in setting their own targets
- Work in a learning environment that is safe, secure, exciting, stimulating and tidy.
- Participate in a variety of activities that enrich the curriculum for example visits, residential experiences, performances, sports and arts.
- Be encouraged to work independently.

In addition to this:

- Pupils with English as an additional language (EAL) are entitled to an assessment of their needs to ensure specific planning by class teachers and additional support staff
- Pupils with special educational needs (SEN) are entitled to
 - An assessment of their needs including using P scales to measure progress where these are appropriate development of the curriculum to meet their differing needs
 - Individual education plans to support their progress
 - Additional support with lessons where possible.
 - Additional meetings with parents/professionals to set targets review progress and generally work together.
- Pupils in the Foundation Stage children are entitled to:
 - Access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well equipped.
 - A curriculum based on the Early Years Foundation Stage Framework leading to achievement of the early learning goals.

- Key Stage 1 and 2 pupils are entitled to:
 - A curriculum to be supported through use of a range of schemes of work
 - Opportunities for oracy, including creative role play (drama) to support speaking and listening skills
 - Weekly Homework, for example reading, maths and spelling
 - Opportunities to learn to swim, and opportunities for 'outdoor and adventurous activities
 - Residential trips, usually in Year 5 and Year 6
 - Opportunities to take part in a performance e.g. assemblies, productions
 - Extra curricular activities such as sports clubs, and a variety of other after school clubs

To establish standards:

- We regularly monitor and compare our school's national tests and exam results against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We are aware of group difference in our pupils' attainment. We analyse pupils' performance and development strategies to address imbalances where they occur.
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress, and then with this information we set targets to challenge and improve pupils' attainment.

Within the context of performance management, we:

- Regularly moderate pupils' work and ensure we agree pupils' levels.
- Evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy.
- Ensure we develop our professional expertise in order to improve pupils' attainment.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for the Curriculum, supported by the Subject Leaders.

The Subject Leaders are responsible for overseeing the delivery of the Curriculum through:

- Regular formal and informal discussions with staff.
- Monitoring planning/ timetables to ensure curriculum coverage.
- Carrying out book scrutinies alongside planning to ensure cross-curricular links are optimised.
- Observing learning and teaching to ensure progress is being made within the topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue.
- Making changes where necessary.
- Formulating an action plan to move the school forward.
- Speaking with the children about their learning.

- Using Attainment targets to support levelling of work.

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this. It is hoped that this approach will motivate and support children's learning at all levels including the Gifted and Talented, children who have EAL and children identified with a Special Educational Need (SEN).

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Development Plan and in accordance with the Performance Management Policy.

Curriculum Review

Termly Monitoring takes place in line with the whole school monitoring timetable through *book scrutinies, planning scrutinies and/or lesson observations where applicable.*

Assessment

Assessment is at the heart of a successful curriculum and is a fundamental part of good teaching and learning. This policy should be read in conjunction with the Planning and Assessment policy.