



Curriculum Policy

St John's Catholic Primary School 2021/2023

This policy was adopted October 2021

This policy will be reviewed September 2023

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1 Curriculum aims

Our curriculum is designed to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2 Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3 Roles and responsibilities

3.1 The Governing Body

The Governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The Governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements as well as assuring enough time is devoted to Religious Education and Collective Worship
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Governing Body is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN and disadvantaged groups.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders will:

- create an action plan each year which identifies key priorities and outcomes within their subject
- ensure their subject area has a Long-term and Medium-term plan in place for each year group
- ensure assessment arrangements are in place for each year group
- ensure assessment data is used to inform future planning around the subject

- regularly monitor their subjects using learning walks, book looks, lesson observations and pupil questionnaires. All information will be used to evaluate and improve teaching and learning within their subject, and fed back to the Governing Body at regular intervals
- be responsible to resourcing their subject across the school, placing orders, and using the school's budget responsibly
- be responsible for auditing and arranging appropriate CPD for staff to ensure high quality teaching and learning is achieved
- be responsible for ensuring an appropriate and accurate policy is in place that outlines how their subject is taught within the school

4 Organisation and planning

St John's curriculum is rigorous and progressive, to ensure skills and knowledge are the focus for each area of learning and that the progression of learning is clear. The Early Years curriculum is topic based and thematic. It follows the Early Years Frameworks and elements from 'Birth to five' and 'Development Matters.' Within KS1/2 there are more links within the curriculum, however PE, some Science, RE and RSHE remain discreetly taught.

Our curriculum reflects the Catholic ethos of the school with Gospel Values weaved across the curriculum and Behaviour Management strategy. The curriculum also reflects the highly diverse pupil makeup of the school, ensuring our pupils gain an understanding of other cultures and a respect for our global community. Within the curriculum we include opportunities to ensure that our children gain an understanding of cultural capital. This reflects the limited experiences that some of our pupils have access to and our desire to ensure we create well-rounded, aspirational children that will be ready to progress and flourish when they leave St John's. Our curriculum is designed to allow all children to make progress, and achieve well, by ensuring they know their next steps in their learning. We look to empower our children to become more independent, driven learners.

Individual subject policies should be reviewed to gain an understanding of pedagogy, resources, assessment, and provision within each subject area.

4.1 Relationships, Sex, and Health Education

- Taught using TenTen resources and supplemented using 'Journey in Love.'

4.2 Spiritual, Moral, Social, and Cultural Development and British Values

Taught through a combination of:

- TenTen resources,
- RE lessons based on the 'Come and See' curriculum, and
- the EPR curriculum from the Catholic Education Service for Brighton and Arundel

4.3 Short, Medium, and Long-term planning expectations

Subject Leaders are responsible for ensuring that there is up to date planning both Long-term and Medium-term for each year group:

- Planning must be reviewed regularly and adapted to meet the needs of cohorts or national requirements
- Planning should be reviewed regularly to ensure it is still relevant and matches the needs of the pupils as well as meeting the statutory requirements set out in the National Curriculum 2014
- Teachers should not change Long-term planning or Medium-term planning without consulting the Subject Leader and the Headteacher
- Teachers are responsible for creating their own short term planning weekly
 - This planning should be adaptive to the needs of the children and reflect their previous knowledge and skills.
- The planning should be creative and ambitious in its pace.

It is recognised that due to the Covid 19 pandemic there will be a degree of backfilling within subjects to ensure children catch up and make timely progress. It is essential that regular formative assessments are built into planning to identify any gaps due to lost learning.

Resources can be found around the school to support teaching of the curriculum. If new or updated resources are required, Class Teachers should approach the Subject Leader. Any additional larger curriculum items that are required can be fundraised for by the PTA or funded through the school's delegated budget.

5 Inclusion

Teachers set ability-appropriate goals and stretch expectations for all pupils. They will use appropriate assessment, both formative and summative (PIRA and PUMA), to set ambitious targets and plan challenging work for all groups, including:

- Higher-ability/more-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Our SENCo (Rachel Clough) will provide support for such planning.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. The EAL teacher (Sophie Curtis) can support with this.

Where pupils are on agreed reduced timetables, the school will liaise with the Fair Access team to ensure pupils' needs are met.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6 Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits to meet Subject Leaders and children
- Book looks with Subject Leaders
- Pupil voice surveys
- Interviewing the School Council
- Evaluating Subject Leaders reports to Governors
- Analysis of internal and external data

These will establish areas of success and areas for improvement, reflection, and discussion around Subject Leaders' action plans during the Autumn and Summer terms.

Subject Leaders will monitor the way their subject is taught throughout the school by conducting:

- Planning scrutiny sessions
- Learning walks
- Book looks
- Lesson observations
- Analysis of termly data from their subjects
- Collection of staff feedback and comments

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be shared with the full Governing Body.

7 Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND and Equality policy
- Disadvantaged Pupils policy