



**St. Herbert's RC Primary School**

## **CURRICULUM POLICY**

Approved by Governors on: 21.03.2022

Date to be reviewed: Spring 2024

Signed on behalf of the Governing Body: *P Devine (Chair)*

# Curriculum Intent Statement

Everything we do is with our school mission statement in mind:

*“Strong in Faith, Hope and Love, for the Common Good”*

and the School Ethos:

*“By loving one another as God loves us, we can achieve spiritually and academically”*

Pupils’ learning and development should be at the heart of every school’s curriculum. At St. Herbert’s RC Primary School, we believe that each child is unique, made in the image and likeness of God and possesses individual talents. It is our role, as teachers in a Catholic School, to facilitate the realisation of these talents, to nurture these talents and to ensure each child is empowered by the values of our Church. Therefore, our aim is for our curriculum to be broad and balanced and equip pupils with the skills necessary to succeed in life after school, spiritually and academically.

This curriculum intent statement outlines how we have created our curriculum and the benefits it will bring to pupils’ learning and self-improvement.

## **What the curriculum is designed to do**

We have designed our curriculum with pupils’ learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our children learn skills alongside knowledge, and the two intertwine which are then built upon as the child progresses through the school. Reading, and the teaching of reading skills, are pivotal to the curriculum we offer. We understand and celebrate the importance of developing early reading skills and allowing a passion for reading to develop and flourish as the children grow.

Through a combination of learning techniques, we aim to ensure pupils enjoy learning and feel prepared for life after school. We offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that pupils should be challenged in their lessons; learning from failures and celebrating successes. Therefore, our curriculum is aspirational and aims to be empowering, enabling pupils to develop their interpersonal skills, creativity and independence.

## **How the school intends to deliver the curriculum throughout the school**

We deliver the curriculum through a variety of methods that are both classroom-based and extra-curricular. Below, we have outlined how we intend to deliver this promise. We promote equal opportunities to all of our pupils in line with the Equality Act 2010 throughout our practices.

**Classroom-based learning:** Our staff value the different ways in which pupils learn, and plan lessons to account for these differences. We encourage teachers to make cross-curricular links where possible within their lesson plans, so that pupils can draw upon knowledge from

different subjects and understand how each topic plays a part in everyday life. Underpinning all of our teaching and learning is our commitment to our faith. Teachers use different learning resources to teach core content, utilising the technology available, e.g. educational videos, guest speakers and applications on devices. By using different techniques, we focus on keeping pupils engaged with learning and accommodate pupils who learn differently to their peers. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using Why and How questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Our lessons are underpinned by Rosenshine's 'Principles of Instruction' - Rosenshine's principles are outlined below, they are backed by cognitive research and school-based practice.

1. **Daily Review:** Daily reviews are vital in any lesson to recap prior learning.
2. **Present new material using small steps:** We break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.
3. **Ask questions:** Children are prompted to ask questions, to challenge and verbalise their learning. To learn something, students need to practice it. Every time students answer a question or solve a problem, they retrieve that information, memory for that information becomes stronger and more long-lasting.
4. **Provide models:** The use of concrete examples and models are vital when introducing new concepts as they allow students to relate their learning to something that is already known - therefore reducing cognitive load.
5. **Guided Practice:** Teachers take a 'hands on, up close' approach to students' initial attempts, making sure that they are building confidence and not making too many errors. Guided practice gives children the security and confidence to 'try it out' knowing support is there if needed.
6. **Check for understanding:** Teachers constantly check for understanding to catch misconceptions before they impact on learning. This also helps teachers notice if parts of the content need re-teaching.

7. **Obtain a high success rate:** Teachers make sure all students have mastered the current set of lessons before moving on to the next one. This involves checking for misconceptions and asking questions.
8. **Provide Scaffolds in difficult tasks:** When students are completing a hard task, teachers provide a scaffold for support. As the children's learning develops and their understanding advances, the scaffold will be removed to promote independent study.
9. **Independent Practice:** Teachers make time for students to do the things they've been taught, by themselves... when they're ready.
10. **Conduct weekly and monthly reviews:** Teachers include frequent reviews of previously learned material as part of lessons, in order to help students reconsolidate information and create stronger connections.

The school carries out one-to-one/small group teaching sessions for pupils who require additional support. The school prioritises pupils who need the most help. Within these interventions, teaching staff breakdown the content of the lesson in a more digestible way for pupils. The sessions can last between 20 minutes to one hour and groups are no larger than six pupils to every staff member. This allows pupils to get dedicated time, ensuring any questions that pupils may have get answered in a way they understand. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience. The activities range from specialised coaching sessions, to educational trips and visits – a list of the extra-curricular activities available for each year group is available below. Extra-curricular activities are designed to enhance pupils' learning experience, form personal connections between pupils and their peers, and teach skills essential for life after school.

### **How the school involves parents, pupils and the local community in curriculum planning and delivery**

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it. We utilise several digital platforms which allow input and feedback eg: Twitter, Google Classroom, Evernote. From this, we can establish what pupils enjoy about learning and lessons, what they find challenging, and whether they feel well informed on attainment.

We engage with the wider community by ensuring there are opportunities for pupils to participate in community projects, e.g. Foodbank Fridays, communicating with local care home (eg: letters, singing), fundraising for local & national projects. We embed each project within the curriculum into the relevant subjects. This shows pupils the value of being involved in their community and establishes a link between the theories they learn in the classroom to practical examples in real life. The Parish community are at the core of all we do, and strengthen our curriculum offer, enabling the children to become life-long learners following the word of our Faith.

## **How the curriculum benefits pupils' learning and personal development**

Our curriculum has been designed for a range of learners, providing equal opportunities for all. The overall aims of our curriculum are:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of Literacy, Numeracy, ICT and Science.
- Enable pupils to be creative through Art, Dance, Music, Drama and Design and Technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British Values and enable them to be positive citizens who make a difference in Society.
- Fulfil all the requirements of the National Curriculum and the Diocesan Agreed Syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

By doing the above, pupils will benefit in the following ways:

- Learning how to lead safe, healthy and fulfilling lives
- Understanding that failure is part of the road to success
- Being rewarded for academic successes
- Being supported with their next stages in education or training and feeling prepared for life after school
- Becoming responsible individuals who contribute to community living and the environment
- Achieving to the best of their ability

- Acquiring a wealth of knowledge and experience
- Becoming critical thinkers
- Finding a sense of belonging to the school and its community
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **Roles and responsibilities**

The Governing Body is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, Subject Leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum & standards committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing body.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lessons are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher and the SENDco to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDco and TAs to ensure those in need receive additional support in lessons.

- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDco and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject Leaders are responsible for:

- Providing strategic leadership and direction to the school team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the school and reporting on this to the curriculum lead.
- Providing efficient resource management for the school.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENDco is responsible for:

- Collaborating with the Headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## **Subjects covered**

The school has due regard to the National Curriculum Programme of Study at all times throughout the academic year.

Our EYFS unit follow, 'Statutory Framework for the Early Years Foundation Stage'.

Every pupil has access to the following core subjects:

- RE (10% of curriculum time)
- English
- Maths
- Science
- Relationships and Health Education

Pupils also have access to the following foundation subjects:

- Art and Design
- ICT

- Design and Technology
- [KS2 only] Languages (French)
- Geography
- History
- Music
- PE
- RSE

For more information on our curriculum, please see the Long-Term Curriculum Plan on our school Website.

Please see the extra-curricular table below to see what the school offers on top of the National Curriculum Programme of Study.

### **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

Our 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.

Our curriculum celebrates diversity and the SLT have a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

### **Supporting pupils with SEND**

We are passionate that pupils with SEND receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND are not be discriminated against in any way and have full access to the curriculum. The progress of pupils with SEND is monitored by teachers and reported to the SENDCo and parents. The SENDCo works closely with teachers to help them break down any barriers pupils with SEND have to education.



## **Reporting and assessment**

Homework is challenging and assesses pupils' knowledge and understanding of concepts covered within lessons – it is set on a weekly basis in accordance with the school's Home Learning Policy.

Informal assessments are carried out termly to measure pupil progress. The results of the assessments are used to inform future planning and target setting. Results of informal assessments are analysed by class teachers and the Assessment Lead. They are then recorded and reported back to the Headteacher, Governors, and Pupils.

Pupils also complete national assessments. The results of these assessments are reported back to the Headteacher, Governors, Pupils and their Parents.

Assessment of pupils with EAL take into account the pupils age, length of time in UK, previous education and ability in other languages.

All reporting and assessments are conducted in line with the school's Assessment Policy.

## **Monitoring and review**

This policy is reviewed by the Headteacher, Curriculum Lead and the Governing Body.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

## Extra-Curricular Activities Table

Year: Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Balanceability			Sacramental Programme Year	Bikeability	Bikeability	PGL Robinwood Residential
Little Learners PE				WICT Brass Lessons	Young Voices MEN Arena Concert	Young Voices MEN Arena Concert
			WICT Samba Lessons	WICT Samba Lessons	WICT Samba Lessons	
					Oops – Brass Band (G&T)	
Half-Term of specialised dance tuition	Half-Term of specialised dance tuition	Half-Term of specialised dance tuition	Term of specialised dance tuition	Term of specialised dance tuition	Term of specialised dance tuition Dance (G&T)	Term of specialised dance tuition Dance (G&T)
				Choir	Choir	Choir
						Digital Leaders – Computing coding club
			Art & Craft Club	Art & Craft Club	Art & Craft Club	Art & Craft Club
Half-Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Half-Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Half-Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Term of specialised Commando Joe (team games, resilience, problem solving) tuition	Term of specialised Commando Joe (team games, resilience, problem solving) tuition
	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country	Cross Country
Habitat Hub	Habitat Hub	Habitat Hub	Habitat Hub	Habitat Hub	Habitat Hub	Habitat Hub
			Half Termly Chess	Half Termly Chess	Half Termly Chess	Half Termly Chess
			Netball	Netball	Netball	Netball
			Football	Football	Football	Football
			Basketball	Basketball	Basketball	Basketball
						School Ambassadors/ Monitors