

Curriculum Policy

St. Mary's Catholic Voluntary Academy, Grantham



Believe, Succeed and Soar!

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1. Our Mission, Vision and Gospel Virtues: Who We Are

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.

We **Believe**. We **Succeed**. We **Soar**.

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

2. Curriculum Intent

The **General Principles** of our curriculum are that children:

- Meet Jesus through all aspects of their work.
- Experience the challenge and enjoyment of learning.
- Learn within a coherent and progressive framework.
- See clear links between different aspects of their learning.
- Understand the purpose and value of their learning and see its relevance to their past, present and future.
- Explore the breadth and depth of the national curriculum.

Therefore, our curriculum aims to:

- Provide a broad and balanced curriculum, knowledge rich and skills based.
- Provide a coherent, structured academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.
- Give pupils appropriate experiences to develop as confident, responsible citizens.
- Enable pupils to develop knowledge, remember more, 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.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

3. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and RE and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

4.2 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 board.
- They manage requests to withdraw children from curriculum subjects, where appropriate.
- The school's procedures for assessment meet all legal requirements.
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing board 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 SEND.

4.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy (see 7. Monitoring Arrangements, below)

The teacher with responsibility for the curriculum will oversee and co-ordinate the cycle of ongoing monitoring of the curriculum and update documentation as required.

5. Curriculum Implementation

5.1 Design

The curriculum was redesigned throughout 2020, with work continuing into 2021. Whilst based on the National Curriculum, it has been designed to uniquely fit the needs of the school and encompasses a variety of curriculum tools, including:

- Come and See (Catholic RE curriculum)
- White Rose Maths
- Reading Vipers (EdShed/Literacy Shed)
- Get Set 4 PE

Plus others.

The effectiveness of these tools will be monitored and their use will be reviewed annually.

The curriculum is pedagogically sound in that it is:

- Progressive and developmental
- Differentiated
- Cross-curricular
- Integrated
- Co-ordinated
- Balanced
- Structured to allow revisiting of material and concepts to promote deeper learning

This means that it:

- Excites, promotes and sustains children's interest, allowing teachers to linger longer and dive deeper.
- Enables and fosters children's natural curiosity.
- Enables children to reflect on and evaluate their learning.
- Promotes problem solving, creativity and communication.

The curriculum is based around one topic per term, covering 6 topics per year group, per academic year. The topic provides the basis for the English and most of the Foundation subject content; in most instances, the Science content is also linked to the topic, although, in order to ensure the Science coverage, there are instances where this is taught as a stand-alone element.

RE is taught as a stand-alone subject but provides many links to life in general and can often be related to the topic work.

Other subjects mainly taught as stand-alone are: Computing, French, Music, PE and PSHE/RSE. Once again, however, links with the topic and other areas of learning are always made where possible, as the school values cross-curricular learning as a way of assisting the children in contextualising their learning.

Class teachers have each designed their own curriculum, producing long-term and medium-term plans, which are then checked by each subject leader for both coverage and progression, in the context of whole-school provision for their subject.

The rationale for this way of working is to enable all staff to have ownership of the content they are delivering and similarly, to enable each subject lead to have the greatest possible view of their subject across the entire school.

5.2 Pedagogy

Grantham St. Mary's has adopted the Rosenshine Principles of Instruction as their standard teaching methodology for delivery of teaching throughout the school. This high quality, consistent delivery creates optimum learning opportunities for our pupils.

5.3 By Subject

English coverage, including coverage in EYFS, is detailed in the **English policy**.

Phonics coverage, including coverage in EYFS, is detailed in the **English policy**.

Maths coverage, including coverage in EYFS, is detailed in the **Maths policy**.

RE, including EYFS coverage, is delivered through the Catholic RE Curriculum resource 'Come and See' (see **RE policy**). Meetings are held 3 times a year by the Diocese for both EYFS/KS1 and KS2 and these are attended by a teacher from each key stage in school. From these meetings, the learning objectives and particular foci of the Diocese at that time are shared with the attendees and these are then disseminated throughout the school on their return. The following time is expected to be given to RE:

EYFS & KS1: 2.25 hours per week

KS2: 2.5 hours per week

PSHE, including EYFS coverage, is delivered through 'Statements to Live By,' the Catholic Diocese PSHE scheme of work. One full cycle of the statements is covered across two academic years, the first year covering odd numbers and the second, even numbers.

RSE, including EYFS coverage, is delivered as part of PSHE through the Catholic resource, 'Journey in Love'. See **RE policy**.

PE, including EYFS coverage, is delivered through 'Get Set 4 PE' and all children take part in two PE sessions per week, ideally one indoors and one outdoors, although this is not always possible due to poor weather. Children in years 3, 4 and 5 have swimming lessons for two short terms each year as one of their two lessons per week. Children in Year 6 still unable to meet the minimum level of competence also swim with the other year groups until the required standard has been met. Children are also encouraged to complete a 'daily mile' during their break and lunchtimes in addition to their PE lessons. The school is partnered with Inspire Plus who provide many sporting outreach opportunities for the children in our school.

Music, including EYFS coverage, is taught through the Lincolnshire County Council-supported Charanga Music package. This covers all areas of the National Curriculum and also dovetails with the new Model Music Curriculum (MMC). All teachers have received training in the use of Charanga, how this fits with the new MMC and how to plan to cover all elements, They have also been signposted to additional CPD, depending on their specific needs.

In addition, all children will experience playing musical instruments as part of their standard Music lessons:

EYFS: Percussion, glockenspiel, staff to accompany some singing on the ukulele

Years 1 & 2: Ocarina, percussion, glockenspiel

Years 3 & 4: Recorder, percussion, glockenspiel

Years 5 & 6: Ukulele, recorder, percussion, glockenspiel

Year 5 children also receive free instrumental tuition for two short terms on saxophone/clarinet.

The school is working with the Lincolnshire Music Service to provide further instrumental tuition for a fee (concessions available); the instruments offered are: piano, violin, classical guitar, acoustic guitar, clarinet and saxophone.

The music provision is supplemented by whole-school singing in weekly Choral Worship and a choir is offered as a permanent club (subject to Covid-19 guidelines).

MFL – French is taught in KS2 using the Twinkl Plan-It scheme of work, which caters for both the fluent and beginner French teacher. Sound buttons within the resource material ensure that the children (and staff) hear the pronunciation of words by a native French speaker. French is allocated half an hour each week.

Science and the remaining foundation subjects (**Art, Computing, DT, Geography and History**) are taught across the remainder of the week, aiming for 2-3 hours coverage per week in total. Typically, Geography and History will be taught opposite each other (i.e. in different terms, depending on the topic) and this is also the case for Art and DT. However, there are always exceptions to these basic principles, again depending on the topic.

See our **EYFS policy** for information on how our early years' curriculum is delivered.

5.4 SMSC and British Values

Spiritual, Moral, Social and Cultural values are interwoven into the fabric of our curriculum and throughout the school. Similarly, the fundamental British values of Individual Liberty, Mutual Respect, Tolerance of Different Cultures and Religions, the Rule of Law and Democracy and interspersed throughout the whole life of the school.

5.5 Enrichment

All children will experience a variety of enrichment activities to complement the curriculum. These include:

- Topic-related off-site visits.
- Visiting services to the school.
- Outdoor learning, both in our WoW (Woodland of Wonder) area, with our specialist teacher, and in our locality.
- Use of quality resources both in and out of the classroom.
- Working with partner schools and external agencies.
- Holding specialist curriculum days or weeks.
- Welcoming parents/carers to take part in the children's learning and experiences.

The needs of all children will be accounted for when planning these experiences.

6. Inclusion

6.1 Expectations

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More-able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

6.2 Pupil Voice

Pupils are the heart of St. Mary's School and their views matter. Through pupil groups and regular opportunities within class, all pupils are able to make a positive contribution to the school and the wider community. They:

- Take part in age-appropriate discussions.
- Express their opinions on a range of different topics and issues.
- Say what they like and dislike about their learning.
- Make choices about things that are important to them and contribute to planning their own learning.

Other pupil groups include:

- School Council
- Chaplaincy Team
- Eco Council
- Head Pupils
- House Captains

6.3 Well-being

The importance of well-being is increasingly being recognised throughout society. At St. Mary's we already understand the importance of well-being and have designed a curriculum with this in mind so that children can:

- Develop self-esteem and confidence in their abilities.
- Recognise that people are good at different things.
- Learn in a peaceful and supportive environment.
- Reflect and think mindfully about their learning.
- Follow their own interests and be themselves.
- Work in a range of groups and settings.

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

7. Curriculum Impact & Monitoring arrangements

The curriculum is measured against its General Principles and Aims. Measurements are taken through use of both formative and summative assessment and these results are scrutinised by the Senior Leadership Team alongside each class teacher.

Subject leaders monitor the way their subject is taught throughout the school by:

- Whole-school scrutiny of long term and medium term planning.
- Work scrutiny.
- Learning walks.
- Observations.
- Discussions with children.
- Review of data.
- Review of resources and enrichment provision.

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

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Analysis of data.
- Review of Headteacher’s reports.
- Reports from subject governor visits and meetings with relevant subject leader.
- General school visits.
- Pupil voice (e.g. school council).

This policy will be reviewed every two years by the headteacher and the teacher with responsibility for curriculum. At every review, the policy will be shared with the full governing board.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- English policy
- Maths policy
- RE policy, including RSE
- Assessment policy
- SEND policy
- Equality information and objectives