



Curriculum Policy

*We offer a broad and balanced curriculum that promotes the spiritual, moral, emotional and physical development of each child. We provide high quality teaching and learning opportunities based on equally high expectations of every child..... Leading by example we teach children to respect themselves and each other as unique and equally valuable members of God's universal family.....
.....Worship and prayer are central to the life of the school and are embedded in the whole curriculum, thus safeguarding, supporting and strengthening the spiritual life of all.
(School Mission Statement)*

Introduction

The curriculum comprises all the planned activities that we organise in order to promote the children's learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education but also the wide range of extra-curricular clubs, outings and themed days that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

Our school curriculum and the way it is delivered is underpinned by our values and aims as expressed in our Mission Statement. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect children in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and all its peoples, and to care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children to acquire the skills of speaking and listening, literacy, numeracy and information and communication technology;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and also learn about and respect other cultures;
- to enable children to be positive citizens in society;
- to instruct children in accordance with the teachings of the Catholic Church, to have an awareness of their own spiritual development, and to understand right from wrong;
- to teach children about the beliefs and traditions of other faiths;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases: Foundation Stage; Key Stage 1; Key Stage 2. We refer to the Early Years Foundation Stage Curriculum, the Primary National Curriculum guidelines and follow Diocesan guidelines for SRE

and RE. Where possible and relevant a cross curricular approach may be used. Children may join the Nursery in the term following their 2nd birthday, ideally for a minimum of 3 sessions per week and parents are encouraged to build up sessions when the child starts receiving their Early Years funding. Children joining the Reception Class of the Foundation Stage attend school full time from 8.45am to 3.30pm, however we work with parents of very young children who would benefit from an extra term or more in the Nursery classes. In KS1, children attend school full time from 8.45am to 3.30pm and in KS2 children attend full time from 8.45am to 3.45pm.

Foundation Stage

We follow the Foundation Stage Curriculum in the Nursery and Reception Classes (revised from September 2021). Teachers work together closely to plan to meet the individual needs of all pupils. Our school fully supports the principle that young children learn through play, and by engaging in well-planned, structured activities. Parents receive a topic sheet to inform about the term's themes and other information about the daily routines is contained in the welcome leaflet. Additional information about daily and weekly themes is shared through termly Welcome Letters and regular communication from class teachers so that parents can easily be engaged in their children's learning. We also use Seesaw as a way of communicating with parents and sharing pictures of the children's learning.

Key Stage 1

In Key Stage 1 (Years 1 and 2) we follow the Primary National Curriculum 2014.

Key Stage 2

In Key Stage 2 we follow the Primary National Curriculum 2014. We teach Verbal and Non Verbal Reasoning from Year 3 upwards and refer to the 11+Guidance and Common Entrance Syllabi in preparing pupils in Upper Key Stage 2 for public examinations.

R.E. is part of the curriculum from Nursery upwards and we use Come and See, the diocesan recommended scheme, as our main resource. Children in all classes learn about other faiths: in the Foundation Stage this is largely through Festivals; KS1 and 2 follow the Diocesan Programme for the Teaching of Other Faiths.

The taught curriculum includes French, which is taught from KS2 upwards, and Latin, taught in Years 5 and 6. Spanish and French clubs may be offered after school at different times during the year.

We follow the Diocesan guidelines for teaching Relationship and Sex/Health Education (RSE/RHE). We use the *Journey in Love* materials recommended by the Dioceses and parents are invited to preview the materials prior to teaching in Year 5 and Year 6 when we discuss puberty, relationships, marriage and conception. Parents were consulted on the policy revisions with the implementation of the new curriculum in summer 2021. Throughout Years 1 – 6 we use the *Developing Citizenship* series as a supplementary resource for PSHE.

E-Safety is fully embedded in our Curriculum and, in particular, we participate in the National E-Safety day. We hold an Assembly for KS2 to launch a half-term focus on E-Safety in the spring term; this may include drama or IT workshops led by external specialists, augmented by focused lessons, drawing on ThinkUKnow resources and information sessions for parents. E-safety is incorporated into all commuting topics.

We invite speakers who can variously advise pupils on the British Parliamentary System, The British Justice System drawing on the expertise and experience of parents and governors.

In Upper KS2 we aim to prepare pupils for the transition to secondary school, equipping them with the social and academic skills to thrive in a new school.

Teachers and visiting speakers must offer a balanced presentation of opposing views in the teaching of any subject. This precaution does not preclude the teaching and promotion of the Catholic faith and ethos which is at the heart of the school's Mission Statement.

Medium term plans are written for each subject each term and are subsequently evaluated. Teachers' weekly short term plans set out the learning objectives for each lesson and identify the resources and differentiated activities which will be employed.

Key Stage 1 and Key Stage 2

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum 2014 and early learning goals, and there is planned progression in all curriculum areas. Teachers have the flexibility to teach History and Geography in blocks therefore in some year groups these subjects may be taught in alternate terms to provide the opportunity for more sustained and focused topic work. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

The Foundation Stage

The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the revised Early Years Foundation Stage Curriculum (September 2021). Our EYFS Curriculum is based on observation of children's needs, interests and stages of development which is guided by the seven educational programmes in the statutory framework:

- communication and language.
- physical development.
- personal, social and emotional development.
- literacy.
- mathematics.
- understanding the world.
- expressive arts and design.

At the end of Reception, children are assessed against the early learning goals. (For further details please refer to the EYFS Policy)

Children with Special Educational Needs and Disabilities and Exceptional Talents

The curriculum in our school is designed to provide access and opportunity for all children who attend the school and differentiation is a natural part of every teacher's daily planning. If we think it necessary to adapt the curriculum beyond this to meet the needs of individual children with significant learning difficulties or disabilities, then we do so only after the parents of the child have been consulted. In collaboration with the class teacher, SENCo and child's parents, a Provision Map will be drawn up for such children and will be delivered through personalised intervention overseen by the SENCo.

If a child has a learning difficulty or is exceptionally talented, our school does all it can to meet these individual needs. In the first instance the class teacher observes and makes an assessment of the child. In most instances the teacher is able to provide resources and educational opportunities to support or challenge the child within the normal class organisation. Pupils with additional needs who do not respond to this level of intervention will be managed by the SENCo. Adjustments to their curriculum will be related to the SMART targets planned in the child's Provision Map. If a child's need is more severe, we liaise with the appropriate external agencies for advice and support. If a pupil requires an EHP, the school will ensure it works within the recommendations of the EHP to deliver an education which fulfils its requirements. The school provides a Provision Map for each of the children who are on the SEND Register. This sets out the nature of the challenge, and the support and intervention strategies the school will provide. It also sets out SMART targets so that we can review and monitor the progress of each child at regular intervals. In exceptional circumstances we may decide that a child's needs are so significant that we are unable to provide the curriculum to which they are entitled and therefore, in consultation with the parents and in the child's best interests, we would work together to find a resolution.

Children who display a particular talent in one or more areas are identified by their class teacher or one of our specialist teachers for PE and Music; these children will be challenged through open ended and differentiated activities. Further opportunities include: participation in the Primary Maths Challenge (KS2); participation in the Tunbridge Wells Arts Festival (instrument/voice/composition/drama/mime/speaking); participation in Reasoning classes; performing in musical concerts; representing the school in competitive inter-school competitions and external representative teams; the ISA Art Competition; competing in external chess competitions and preparation for Music exams. Children displaying a particular talent academically or in other subject areas may be encouraged to apply for a Scholarship during Y6.

Monitoring and Review

Our governing body's Curriculum and Ethos sub-committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its cycle of review and development, meeting with subject co-ordinators to discuss their subject policy, monitoring and evaluation. In the autumn term the Head reports to the governors the assessment results at the end of the previous academic year for pupils at end of Foundation Stage, end of KS1 and end of KS2.

The Head Teacher is responsible for the day to day organisation of the curriculum and works with the class teachers and subject co-ordinators to ensure appropriate weighting for each subject within the weekly timetable. In some subjects this may mean that they receive a bigger focus in one half term (e.g. History and Geography taught in alternate half terms in KS1)

Subject leaders monitor the way their subject is taught throughout the school. They examine medium-term planning, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. They are given time to carry out scrutiny of work and talk to pupils about their learning experiences and also feed back to the governors' curriculum sub-committee. English-Writing and RE are moderated in school termly. RE is moderated annually at Deanery level; end of Key Stage teachers participate in County moderation sessions during the summer term. Subject leaders are responsible for reviewing assessment data from each class and using this data to gain an overview of standards across the school. This information

informs their formulation of an action plan for their subject. Subject leaders also have the responsibility for resources, including the way they are stored, managed and ordered.

Reviewed January 2022

NB: This policy reflects standard practice; during covid times it has not been possible to fulfil all aspects of the policy, including governors' and co-ordinator monitoring and moderation in the usual way. Statutory assessment tests were suspended during academic years 2019/20 and 2020/21.