



Curriculum policy

St. Bernadette's Catholic Primary Voluntary Academy

Approved by:	Local Governing Body	Date: 2/2/22
Last reviewed on:	February 2022	
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1. Curriculum aims

Our curriculum aims/intends to:

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage One.
- Provide a broad and balanced education for all pupils that's 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/vocational/technical ambition for all pupils
- Be relevant for our pupils making links to their local area and giving context to the curriculum
- Raise aspirations for pupils for the next stage of their education and lives.
- Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per 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](#).

3. Roles and responsibilities

3.1 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 board
- 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 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 SEN

3.3 Other staff

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

Senior Curriculum Leader: Miss Lisa Smith

EYFS Leader: Miss H Fenwick

RE Leader: Mr A Strong

English Leader: Miss H Fenwick

Mathematics Leader: Mrs N Baldwin

Science Leader: Mrs E McIlvaney

P.E. Leader: Mrs M Hunt

PSHE and British Values Leader: Miss M Hanly

Art and Design Leader: Mrs H Wilson

Design and Technology Leader: Mrs H Wilson

Geography Leader: Miss E Sutton

Computing Leader: Miss H Neall

Music Leader: Mrs J Strong

MFL Leader: Mrs N Lynch

History Leader: Miss H Smith

SEND/CO: Mrs C Sawczuk

Assessment Leader: Mrs E McIlvaney

4. Organisation and planning

Our curriculum is based on the National Curriculum. Some subjects are taught discretely and some topics are taught through a thematic approach.

Religious Education is a fundamental part of our curriculum as a Catholic academy and is at the heart of everything we do. R.E. is taught following the 'Come and See' scheme and is taught for a minimum of 2 hours per week and children attend collective worship and assemblies once a week in addition to their lessons.

PSHE is taught discretely for 30 mins per week and uses the Jigsaw scheme of work for the Advent and Lent term and a Catholic relationship and sex education programme 'Life to the full' is taught in the Pentecost term.

Mathematics and English are CORE subjects that are taught daily for at least an hour each. Staff follow Mathematics coverage plans that have been devised to ensure progression across the subjects and year groups.

Mathematics lessons should regularly include fluency, reasoning and problem solving opportunities. Mathematics lessons are supplemented in Year 1 upwards with the teaching of TTRockstars 2-3 times per week. (See Mathematics policy for more information)

English lessons across the week have different focuses including Vocabulary, Grammar and Punctuation, writing, spelling and reading comprehension. In addition to this in EYFS and KS1 daily 20-30 minute phonics lessons take place with phonics lessons continuing weekly into Year 3. (See English policies for more information)

Science is a CORE subject and forms the base of our thematic curriculum which includes Art and Design, Design and Technology, History and Geography. Our topic curriculum is taught for 3 hours per week and has been designed by teachers to engage pupils and to deliver a curriculum that is broad, balanced and enables children to make links between subjects as well as a focus on making a curriculum that is relevant to our pupils. Our thematic approach also has a careers focus which runs throughout from teaching in Year 1 up to Year 6. This careers focus accumulates in our Year 6 pupils receiving a careers programme for an hour a week for half of the academic year. (see individual subject policies for further information) Coverage plans have been devised which show an order of teaching and progression within the subjects as well as links and how learning builds.

P.E. is seen as a key subject at St. Bernadette's and the Primary Steps in PE schemes of work are followed by staff. It is timetabled for all children from Year 1- Year 6 to have a minimum of 2 hours of PE a week. (see PE policy for further information)

Computing is taught discretely for at least 30 mins per week using the Purple Mash scheme of work. Online safety is at the centre of all lessons that are taught and the computing and online safety policy outlines further measures in place for this subject.

Music is taught discretely for 30 mins per week using the Charanga scheme of work. Music is also taught within topic lessons, if appropriate to make links to other areas of learning.

Modern Foreign Languages is taught discreetly for 45 mins per week in KS2 following the languages scheme. EYFS and KS1 begin to introduce MFL to our pupils by fun activities and songs when it is relevant to do so.

Progression tables have been devised by subject leaders for all of the above subjects and are used as a tool for teachers' planning. Teachers can use these progression tables when planning to see what has been taught in previous years and what is to be taught in future years. These progression tables start in EYFS and run through to year 7.

The curriculum has an added focus on long term memory and 'Rosenshine's Principles' have been used to create memory enhancing strategies. The strategies are outlined below:

-The 'First Four' are used in Maths and SPAG lessons when a new objective is taught where we look at what was taught last lesson, last week, last month and last year.

-The 'Final Five' recapping memory questions are used within each class at the end of lessons at least twice a day.

- Knowledge and Skills organisers are used at the start of topic lessons for Science, D.T, Art, Geography and history to refer to at the beginning of lessons and to help embed previous and future learning with the pupils. These also outline vocabulary expectations for the pupils.

- The Memory Mash up has been introduced to all class timetables. This is a 15-30 minute slot on weekly timetables where the children do a quiz on the week's learning to see what knowledge they can recall and where any gaps are. This helps to imprint knowledge into the children's long term memories.

Trips and visitors to the academy are encouraged to support our curriculum and a plan has been produced to show the trips we hope to take children on. We are also developing a list of life experiences we would like the children to have, starting in EYFS and running through to leaving the academy in Year 6.

(See our EYFS policy for information on how our Early Years curriculum is delivered.)

5. Inclusion

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 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 any pupil achieving.

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.

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:

- Learning walks
- Meetings with subject leaders
- Scrutiny of books

- Attendance of pupil progress meetings including data challenge
- Subject leaders to report back in governors meetings following subject reviews
- Attend meetings with pupil subject champions

A subject review process has been set up by the academy Senior Leadership team. This is a two year cycle where each subject leader gets an afternoon out of class for half a term to work on improving and promoting their subject across the academy.

During this subject review process subject leaders are expected to work on subject SEFs, policies, subject page on the website, display around school, lead staff CPD. They must also plan a day of enrichment, promoting their subject to the pupils in a fun and engaging way. Subject leaders must then give feedback to senior leadership and then governors in the next governors meeting.

Subject leaders must all monitor the way their subject is taught throughout the academic year by:

- Observations and Learning Walks
- Scrutiny of books
- Data analysis from O-track and pupil progress meetings

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

7. Assessment

All subjects are assessed using the class track system (formative assessments) and then data is entered summatively into o track. Data can then be analysed by class teachers and subject leaders. Data is discussed in pupil progress meetings at the end of each term for Mathematics, English and R.E.

8. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE policy
- All individual subject policies.

This policy will be reviewed every 2 years by Miss L Smith (Senior Curriculum Lead) . At every review, the policy will be shared with the full governing board.