

# Lanchester All Saints' Catholic Primary School



## Curriculum Policy

### Recruitment and Selection Policy Statement

All Saints' Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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## Our School Policy for the Curriculum

### Our Curriculum Intent

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills-base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards of all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hardworking ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, confident, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. We endorse the aspirations concerning the curriculum that are set out in the National Curriculum framework; we also value the breadth of the curriculum that we provide. At All Saints' Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

### Values

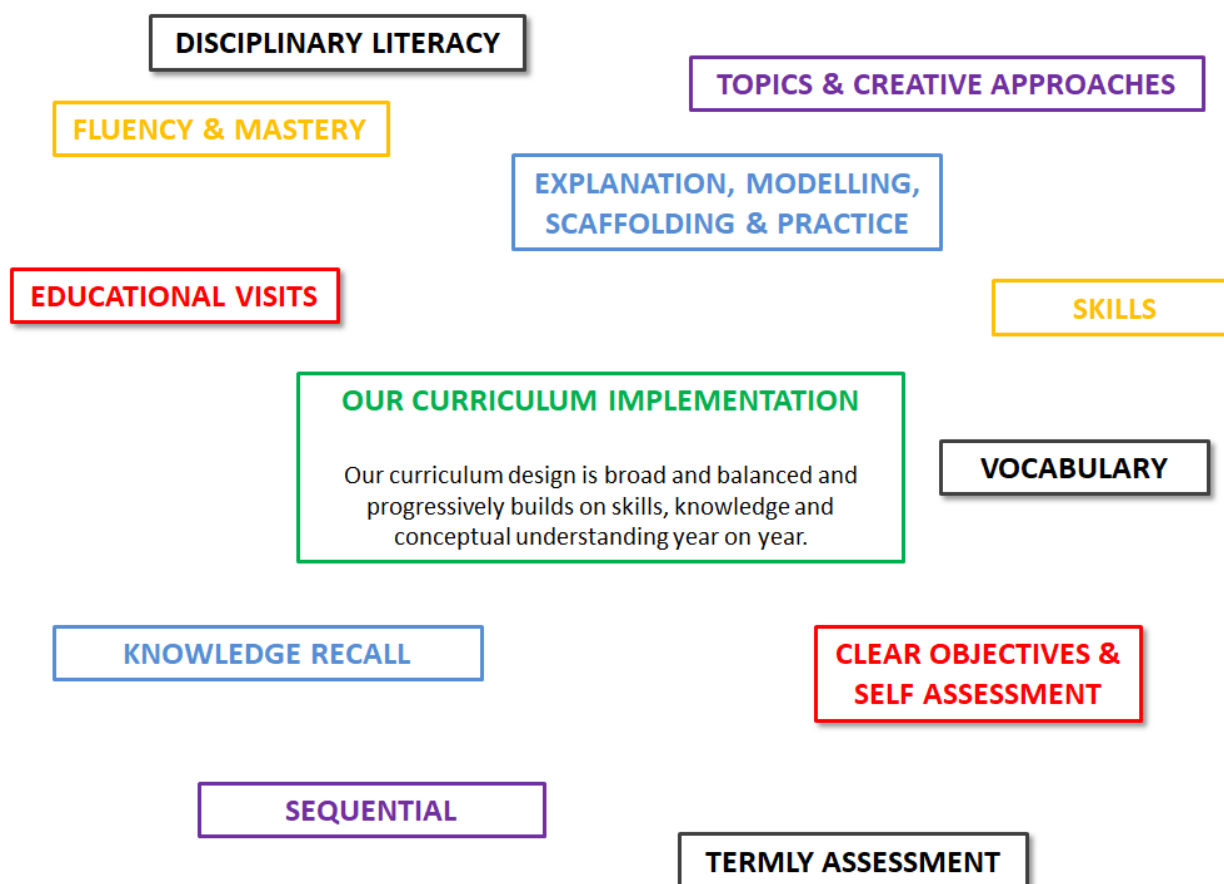
Our school curriculum is underpinned by our Mission Statement.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

## Our Curriculum Implementation



## Organisation and Planning

We plan our curriculum in three phases. Each subject coordinator organises a long-term plan for each year group; this indicates what topics are to be taught in each term. We review our long-term plan on an annual basis. Our medium-term plans give clear guidance on the objectives and strategies that we use when teaching each topic. For both the long-term and medium-term plans, we use the National Curriculum and consult a document called Weaving Knowledge & Skills. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to planning. We plan the curriculum carefully, so that there is coherence and full coverage of the Early Learning Goals and there is planned progression in all curriculum areas.

In Key Stage One and Two, we teach the foundation subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year One, for example, continue to follow a Foundation Stage curriculum within Year One until they are ready to move fully on to the National Curriculum.

We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed (because they know the challenge will have been set at the right level). Our classrooms are attractive learning environments and the displays around school help to implement our curriculum. We ensure that all children have the opportunity to display their best work at some time during the year. All classrooms have a range of dictionaries as well as fiction and non-fiction books which are used to supplement and strengthen the curriculum. We believe that a stimulating environment sets the climate for learning and that an exciting classroom promotes independent use of resources which results in high quality work by the children.

All teaching will be structured to maximise learning opportunities, and lessons will be planned in accordance with the following principles:

- the teaching should build on previous learning ;
- it should give pupils the 'big picture' of the lesson;
- the teacher should explain the learning objectives, and why the lesson is important;
- the lesson should be presented in a range of styles;
- it should allow opportunities for the pupils to build up their own understanding through various activities;
- it should allow opportunities for the children to review what has been learnt;
- it should have built-in opportunities for feedback to the children, celebrating success and reviewing learning strategies;
- the teaching should indicate what the next step in the learning will be.

We offer opportunities for children to learn in different ways. These include:

- investigation and problem-solving;
- research and discovery;
- group work;
- pair work;
- independent work;
- whole-class work;
- asking and answering questions;
- use of ICT;
- fieldwork and visits to places of educational interest;
- creative activities;
- debates, role-plays and oral presentations;
- designing and making things;
- participation in athletic or physical activity.

### **The Curriculum and Inclusion**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for statutory assessment, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides a school support plan for each child who needs specific targets to measure progress. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It

also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

### **Monitoring the Impact of our Curriculum – Assessment**

We believe that effective assessment provides information to improve teaching and learning. To do this in our school, we undertake two different but complementary types of assessment:

- **Assessment for learning** (formative assessment) involves the use of assessment in the classroom to raise pupil achievement. It is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to this aim, and how they can achieve this aim (i.e. to close the gap in their knowledge).
- **Assessment of learning** (summative assessment) involves judging pupils' performance against national standards. Teachers may make these judgements at the end of a unit of work, of a year, or of a key stage. Test results, too, describe pupil performance, in terms of levels.

We recognise various methods of assessing a child's learning. The type of assessment that we make varies from subject to subject.

We take the objectives for individual lessons from the broad learning objectives within the school's medium term plans. These in turn reflect the demands of the National Curriculum. Our teachers record the progress of each child against these broad objectives. This enables them to make a judgement about the work of each child in relation to the National Curriculum level of attainment.

Please see Appendix One for an overview of our assessment practices over the year.

### **Inclusion and Assessment for Learning**

All Saints' school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We achieve educational inclusion by continually reviewing what we do, by monitoring data, and through asking ourselves questions about the performance of these individuals and groups of pupils. In this way, we make judgements about how successful we are being at promoting racial and gender equality, and including pupils with disabilities or special educational needs.

### **Feedback to Pupils**

We believe that feedback to pupils is very important, as it tells them how well they have done, and what they need to do next in order to improve their work. We have an agreed code for marking, as this ensures that we all mark in the same way, and the children learn to understand it.

We give children verbal feedback on their work whenever possible. We usually do this when the children are working during the lesson, although we sometimes give feedback on a particular lesson at the beginning of the next one. When lesson time does not allow for verbal feedback, we write comments on the children's work during marking. We give written comments to children of all ages. We do not always aim these comments at the children; quite often we write something that is useful to both parents or carers and teachers.

When we give written feedback to a child, we relate this to the learning objective for the lesson. Teachers give pupils feedback which confirms they are on the right track, and which encourages them to make an improvement. Teachers give pupils suggestions as guidance but they recognise that pupils gain most when they think things through for themselves. Having children assess their own or each other's work can be very effective, because it enables them to clarify their ideas on progressing to the next step, but this must be carefully managed, to avoid unhelpful comparisons. Teachers always mark the work themselves afterwards.

## **Reporting to Parents and Carers**

At the start of a term, each of our teachers gives parents and carers a newsletter that identifies the main areas of study for that particular class. In this newsletter, the teacher identifies how parents and carers can support any elements of the work during the rest of the term. Each year group's long term plan and the class newsletters are always available to view on our school website. We have a range of strategies that keep parents and carers fully informed of their child's progress in school. We encourage parents and carers to contact the school if they have concerns about any aspect of their child's work.

Within the first two weeks of the new school year, parents are invited to a parent & child introductory meeting which sets out the expectations for the coming year. Later in the autumn term, we hold a parents' evening to review how the children have settled into their new class. The second parents' evening takes place in spring term where the children's progress is discussed. During the summer term, we give all parents and carers a written report of their child's progress and achievements during the year. In this report, we also identify target areas for the next school year. We write individual comments on all subjects of the National Curriculum, and on Religious Education. In this written report, we reserve a space for children to give their own evaluation of their performance during the year. We also include a space for parental feedback. Absence data is included in the written report. The reports sent to parents of pupils in Year Two and Year Six also provide details of the levels achieved in the National Curriculum tests. At the end of the year, all pupils take their academic work home to celebrate with their family.

## **Moderation of Standards**

In our school we plan teaching and learning with a view to enabling each child to seek the highest level of personal achievement. To ensure that this happens, we regularly monitor the actions we have taken, so that we are in a position to make a judgement about how effective these actions have been. This gives us information on which we can base future decisions about the development of our school and incorporate this into our School Improvement Plan. Monitoring and evaluation in our school are part of a planned process and involves a range of different people over the course of a school year.

Please see Appendix Two for the monitoring overview for the current year.

## **The Role of the Head Teacher**

The Head Teacher is responsible for the day to day organisation of the curriculum.

## **The Role of the Class Teacher**

The class teacher is responsible for delivering the long term plan via the short term planning, assessing all pupils and monitoring their progress as appropriate.

## **The Role of the Subject Leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. All subject leaders study examples of children's work within their subject area. Subject leads have the opportunity to monitor standards within books with external professionals, within school and between schools. All our teachers discuss these levels, so that they have a common understanding of the expectations in each subject. By doing this, we ensure that we make consistent judgements about standards in the school. It is each subject leader's responsibility to ensure that the samples that they keep of children's work reflect the full range of ability within each subject.

## **The Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- seek to ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports from subject leaders and the termly Head Teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## **The Role of Parents and Carers**

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents and carers about what and how their children are learning by:

- holding parents' evenings to explain our school strategies for teaching literacy, numeracy and health education;
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school;
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would like parents and carers to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;
- fulfil the requirements set out in the home/school agreement.

## **Monitoring and Review**

This policy was reviewed November 2019. It will be reviewed annually or earlier if necessary.

## **Appendix One: Assessment Outline**

<b>Beginning of Autumn Term</b>	<ul style="list-style-type: none"> <li>• Baselines for Early Years Foundation Stage</li> </ul>	
<b>Assessment Week Autumn Term</b>	<ul style="list-style-type: none"> <li>• E.Y.F.S. &amp; Year One teacher assessment</li> <li>• Years Two – Six – formal testing* supported by Teacher Assessment</li> </ul>	Pupil Progress meetings arranged to discuss pupil progress and achievement related to their predictions
<b>End of Autumn Term</b>	<ul style="list-style-type: none"> <li>• R.E. teacher assessment</li> </ul>	
<b>Assessment Week Spring Term</b>	<ul style="list-style-type: none"> <li>• E.Y.F.S. &amp; Year One teacher assessment</li> <li>• Years Two – Six – formal testing supported by Teacher Assessment</li> </ul>	Pupil Progress meetings arranged to discuss pupil progress and achievement related to their predictions
<b>End of Spring Term</b>	<ul style="list-style-type: none"> <li>• R.E. teacher assessment</li> </ul>	
<b>Assessment Week Summer Term</b>	<ul style="list-style-type: none"> <li>• E.Y.F.S. &amp; Year One teacher assessment</li> <li>• Years Two – Six – formal testing supported by Teacher Assessment</li> </ul>	Pupil Progress meetings arranged to discuss pupil progress and achievement related to their predictions
<b>End of Summer Term</b>	<ul style="list-style-type: none"> <li>• R.E. teacher assessment</li> <li>• Foundation subject assessments</li> </ul>	

\*Testing includes maths reasoning and arithmetic, reading, grammar and spelling, punctuation and grammar. Writing will be teacher assessed in all year groups.

## **Appendix Two: Subject Monitoring Overview**



	History	Geog.	P.E.*	D. & T.	Art	Languages	Music	Science	Computing
<b>Autumn 1 2019</b>	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring
<b>Autumn 2 2019</b>	Book scrutiny	Book scrutiny	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring	Subject Monitoring
<b>Spring 1 2020</b>	Subject Monitoring	Y1 obs. (30 mins.)	Subject Monitoring	Subject Monitoring	Y4 obs. (30 mins.)	Subject Monitoring	R. obs. (30 mins.)	Y2 obs. (30 mins.)	Y3 obs. (30 mins.)
<b>Spring 2 2020</b>	Y3 obs. (30 mins.)	Subject Monitoring	Evidence scrutiny	Y2 obs. (30 mins.)	R. obs. (30 mins.)	KS2 obs. (current class 30 mins.)	Y4 obs. (30 mins.)	Book scrutiny	Evidence scrutiny
<b>Summer 1 2020</b>	Y1 obs. (30 mins.)	Y6 obs. (30 mins.)	Subject Monitoring	Book Scrutiny Y5 obs. (30 mins.)	Book scrutiny	Y6 obs. (30 mins.)	Book scrutiny	Y5 obs. (30 mins.)	Subject Monitoring
<b>Summer 2 2020</b>	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Book scrutiny Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny	Evaluation & action plan (to be presented at Per. Man Sept. 2020) Data collection & scrutiny

Within general monitoring time, leads must organise:

- Pupil Voice
  - Review of Resources
- Data Scrutiny  
Learning Walk (with clear focus)