



# THE MARIST CATHOLIC PRIMARY SCHOOL

*Together, Achieving, Loving, Learning*

*With God as our Guide we will value each other and work together to achieve our best*

## Curriculum Policy

Policy compiled by:	Head of School
Responsible committee:	Learning and Welfare
Approved by Governing Body:	February 2016
Review Date:	September 2016

**This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.**

### Our Mission Statement

*The Marist School is a place of teaching and learning:*

- *Where we promote the Christian growth of children in a caring environment.*
- *Where everyone is valued not just for what they do or give, but for who they are; a traveller on the way to Christ.*
- *Where children are encouraged and stimulated to achieve their full potential spiritually, academically and socially; where talents and successes are shared and celebrated.*
- *Where all staff work and grow together as a team, giving of their best and supporting each other.*
- *Where all members of the community are made to feel welcome and encouraged to take an active part in the life of the school.*

### Preamble

The curriculum at The Marist is all the planned activities that we organise in order to promote learning and personal growth and development.

At The Marist the curriculum includes:

- the formal requirements of the National Curriculum
- the range of additional curricular activities that the school organises in order to enrich the experience of the children both within and outside of normal school hours
- our work on developing positive learning attitudes for life as Marist Learners
- 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.

This policy should be read alongside the SEND policy and EYFS Policy.

### **Values**

Our school curriculum is underpinned by the Gospel values and is based on our Catholic belief that Christ is at the centre of all we do including our learning: academic, emotional, social and moral. The aim of our curriculum is to ensure that the needs of each individual child are met, enabling them to grow into well balanced, responsible and educated members of society. 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.

### **Aims and objectives**

We aim to offer a curriculum which promotes the spiritual, moral, cultural, mental and physical development of each and every one of our pupils and of society and prepares our children for the opportunities, responsibilities and experiences of later life.

In particular we want our school curriculum to:

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

## The Marist Learner

Our curriculum planning runs in tandem with our aim to develop every child as a learner, to give them the tools for effective lifelong learning and a love for learning. Each year the staff evaluate, review and update our understanding of the crucial attitudes for learning which we put together as a Marist Learner. These elements are taught alongside the subject based curriculum:

## Organisation and planning

We plan our curriculum in three phases:

We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

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.

It is the responsibility of all teachers to ensure that the curriculum is carefully planned in their classroom. Year groups have shared planning time to ensure consistency and a sharing of the responsibility.

Every year group must have:

- Annual curriculum overview
- Pacing Sheets for each topic period/half term
- Topic webs for each half term
- Daily planning (on a weekly basis) for maths and English
- Weekly plans for all other subjects.

All planning should be **evaluated** for teachers' own information and use. Hard copies of all planning must be kept in a planning file in the classroom where it can be seen by observers and any supply/cover staff who may need access to it.

In planning our curriculum we look to adopt an inter-disciplinary topic approach. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.



## A MARIST LEARNER IS...



Always ready to learn



Enthusiastic, willing to take part and speak up



A risk taker - always confident to have a go



Happy to try and try again



Not afraid to learn from mistakes



Able to learn well with others



Able to learn well on their own



Reflective - able to think and talk about our learning

### **Children with special needs**

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 SEN 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 – Wave 1 interventions. If a child's need is more severe, we, if necessary, use the support provided by Special Needs Assistants, and we involve the appropriate external agencies.

### **Early Years Foundation Stage**

Children will follow the Early Years Foundation Stage Curriculum which has four guiding principles:

- A unique child
- Positive relationships
- Enabling environments
- Learning and development.

These themes underpin all of the learning that takes place during the Foundation Stage.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area, including visiting each child in their pre-school setting prior to their starting at The Marist.

During the children's first half term in the EYFS classes, teachers record the skills of each child on entry to the school. This base line assessment (Early Excellence) forms an important part of the future curriculum planning for each child and of our setting of targets and monitoring of progress.

### **The role of the subject leader**

The role of the subject leader at The Marist is:

- To monitor the impact of teaching on standards, and evaluate the success of teaching strategies on outcomes for pupils
- To identify strengths and weaknesses in the teaching of the subject across the school and act accordingly to provide coaching, mentoring or other professional development to individual or groups of teachers where identified
- To be held to account for the successful implementation of the subject curriculum
- To evaluate interventions and to ensure all children are carefully monitored especially those that are not making expected progress
- To be aware of the ways in which vulnerable groups access the curriculum and ensure that every effort is made to close the gap
- To keep abreast of developments in the teaching of your subject and share new initiatives with staff to support outstanding delivery of the curriculum

The expectations and detailed role of our subject leaders are set out in our Leadership Handbook which is provided to all teachers as we believe everyone has a leadership responsibility in our school.

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.

### **Monitoring and review**

The Governing Body's Learning and welfare committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the monitoring timetable.

The Headteacher along with the curriculum leader is responsible for the day to day organisation of the curriculum. The Headteacher with the Senior Leadership team monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

### **Review and Evaluation**

This policy will be monitored annually for effectiveness and updated in the light of experience.

Policy reviewed and updated: November 2015

Date of next review: September 2016

**J Kelly**

*Head of School*