



Curriculum Policy

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| Author: | Elizabeth Hunt | Owner: | St Joseph's |
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KCSP Statement of Curriculum Intent

I have come so that they have life and have it to the full.
John 10:10

Inspired by Jesus' Christ's example and the Gospel Values of love, joy and compassion, we nurture and develop the whole child so that each unique individual grows constantly in confidence, and has the knowledge, skills and self-esteem to achieve their true potential.

All children will access a rich, ambitious, challenging curriculum; one that is broad balanced and relevant, fostering curiosity, creativity and a life-long love of learning. It will prepare them well for each stage of education, employment or training and enable them, as educated citizens, to contribute to creating a better world.

St. Joseph's Mission Statement

At St. Joseph's ...

We love God by putting Jesus at the centre of all that we do.

We live out the teachings of the Gospels through our thoughts, liturgy, worship and prayer.

Our Catholic social teaching mission guides us on how to live out our faith in the world.

We love learning by using our God given gifts and talents.

We are confident, resilient, collaborative and independent life-long learners.
As enthusiastic successful learners, we are ready for all the opportunities ahead.

We love life by enjoying and sharing a safe school.

We are a nurturing family and a united and caring community that enables all to flourish.

We know that each one of us is accepted as unique and special; created in God's image.

This is all done in partnership with our Parish Community.

(Written by the pupils and staff at St. Joseph's, September 2023)

(Read this policy in line with our Teaching and Learning Policy and our Learning and Feedback Policy.)

Rationale

Our curriculum begins in the Early Years and continues through to Year 6. Preparing our children for the wider world and a lifelong love of learning. To avoid repetition and ensure progression in key skills the curriculum is taught in a 2 year cycle depending on year groups.

Our curriculum inspires enquiring minds and a love of learning. We prioritise the fundamental skills of reading, writing and maths fluency so that our children can confidently access our broad curriculum offer. We make use of high-quality learning resources and materials as well as our school gardens to provide memorable learning experiences. We tailor resources to our school, so that the learning takes into account our context, locality and the children's interests.

The curriculum includes all the planned activities that promote learning and personal growth and development. It includes the requirements of the National Curriculum, but extends more broadly to include the 'hidden curriculum', or what children learn from the culture and ethos of our school – the way they are treated and expected to behave. We provide opportunities for children to voice their ideas and explore their own interests through taking responsibilities, involvement in wider aspect of school life as well as in making decisions about their learning in the classroom.

The purpose of our curriculum is to ensure a well-rounded education, one which ensures that children gain knowledge, understand the purpose of their learning, why it is relevant and how it may be useful to them. This understanding transforms the 'doing' or completion of tasks as isolated activities, which are quickly forgotten, in to learning which connects thinking and ideas, which becomes deeper and which is useful to the child now and for building future learning. Our curriculum is designed to enable children to see the purpose of their learning as it is set in a genuine context; they know the relevance of what they are learning and why it is important.

Aims

- Provide education experiences, which stimulate development in the Early Years, Key Stage 1 and 2 National Curriculum so that every child has the opportunity to develop:
 - Socially, emotionally, intellectually, physically, spiritually, morally, culturally
 - Positive attitudes, healthy relationships and essential life and work skills.
 - The ability to make informed choices, gaining experiences and developing a sense of responsibility for their future.
- Teach knowledge which enables children to make sense of and improve the world, growing as useful citizens who understand one another.
- Aid children to develop and extend their potential through teaching and reinforcing the key skills of the National Curriculum: communication; application of number; use of information technology; working with others; improving own learning and performance; independent thinking.
- Set challenging expectations for standards and achievement which enhance aspiration and lead to high standards of attainment
- To identify learning by subject so that integrity of subjects is not degraded and children acquire the underlying knowledge needed to access the subject in later years, including the acquisition of specific subject vocabulary.

- Present learning in ways which enable children to connect what is being taught today with what they have learned before and what they will know, understand or be able to do, thus providing a platform for thinking about and making sense of curriculum learning in the context of the bigger picture.
- Acknowledge, challenge and work to overcome disadvantage and discrimination in all forms, making learning accessible for all children, including those with additional educational needs.
- Provide a rich education that serves children well beyond their primary school experience, so that they are equipped to be successful in the next stage of their education and on in to later life.
- Provide opportunities to apply knowledge and learning in practical ways and to solve problems in a variety of situations.

Coherence

Our curriculum is designed with understanding that coherence is achieved when content, pedagogy, assessment, drivers and incentives are all aligned to reinforce each other.

Cognitive Research

In line with evidence based research, our curriculum promotes long-term learning and we believe that progress means knowing more and remembering more. We have designed our curriculum using cognitive research to ensure continued best practice. Our subject progression grids ensure the expectation of the knowledge and vocabulary to be learned over the course of study is clear and progressive. We also revisit and reinforce key knowledge, vocabulary, prior learning, skills and concepts to ensure children are secure in their understanding. We place emphasis on children being able to recall knowledge and we aim to build rich webs of knowledge as they progress through the curriculum. Then they are able to make connections as they move through the school. [See Teaching for Learning Policy for further details]

Curriculum Breadth

Our curriculum provides breadth of learning because it includes opportunities to do the same things in a range of different ways and enables links to be made between taught concepts within the key stage and with later learning. We provide children with a rich curriculum with many different experiences. It is customised to capitalise upon the experiences and backgrounds of pupils as well as give them relevant new experiences which they may lack.

Curriculum Balance

It is our belief that every child should recognise that they are valued; they should experience the feelings of success in a wide range of curriculum areas. We have designed, organised and planned our curriculum so that every child receives an appropriate balance of academic, creative, physical and personal development. This means that in practice our curriculum is underpinned by basic skills whilst placing importance on both core and foundation subjects.

We work intentionally to develop our children's personal skills and qualities as well as their academic skills striving to meet their social, emotional and physical development needs. We recognise that children will not be successful learners unless they have a strong sense of well-being.

Our balanced approach to the curriculum is not at the expense of high standards in subject areas. High expectations and academic support guides children towards challenging targets. The aim is that children reach or exceed national expectations, making very positive progress from their starting points.

Curriculum Depth

Our definition of progress is the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We design, organise and plan our curriculum to ensure that children are not merely covering content but achieving a depth in their learning. They demonstrate this by being able to use what they know and successfully apply their skills and understanding in all areas of the curriculum

Our curriculum design and planning means that we build in opportunities for repetition and practice for essential knowledge, skills and understanding in each subject. This ensures that children revisit previous learning allowing them to deepen their understanding of the skills and processes by applying them in different contexts. In this way children become 'experts' in applying their knowledge and skills. Children should show their ability to think and apply their understanding at a deeper level with little effort.

Curriculum Design - Implementation of Policy

In EYFS, themes are taught annually which support development within the 7 areas of learning related to the prime and specific areas. Children are assessed against these areas during their time in this stage and at the end of Foundation Stage using the Early Learning Goals. Further information can be found in our Early Years Policy.

Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Curriculum maps showing curriculum coverage and structure for each year group can be found on the class pages on the school website and curriculum area.

At St Joseph's, we seek to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- Making purposeful links across subjects through the use of topic work.
- Identifying areas of interest to capture pupils' curiosity.
- Using a range of teaching styles to encompass the different learners within the classroom.
- Planning themed weeks to encourage creativity and innovation.
- Incorporating local and national initiatives.
- Working with other schools and the local community.

Where themes form the focus for learning, the Cornerstones Curriculum provides the basis for planning. Some subjects, such as French [MFL] are taught more discreetly. For Science, the Kent Scheme of work and Developing Experts is used in conjunction with Cornerstones units, where appropriate, but as discreet units where there are no natural links. For example in RE we follow the Catholic Program of study The Way the Truth and the Life. and RSE we follow the Catholic program of study Life to the full. With lessons adapted to meet the needs of our learners.

Memorable Experience

To engage and develop children's deeper learning, the curriculum has meaning and purpose, because it is set in contexts of relevance to children. Making the curriculum memorable includes using stimuli such as visits, visitors, exciting artefacts, books, video, plays etc. which act as a 'hook' to learning, stimulating children's curiosity and preparing them for a new theme.

Planning

Underpinning high quality teaching and learning is effective and responsive planning. It is the responsibility of everyone to plan, evaluate and monitor regularly. Teachers need to design stimulating learning experiences and opportunities as part of a sequence of lessons. We value the creativity of teachers and the importance of collaborative team planning. Planning provides the structure for children's learning whether this takes place through a topic or in different subjects

| Subject | Resource | Planning |
|----------------|--|---|
| Writing | Talk for Writing | Long term overview Units overviews Weekly planning |
| Reading | Success for All Big Cat Reading Scheme Literacy Shed Plus | Long term overviews |
| Phonics | Success for All | Daily sequenced phonics lessons |
| Maths | White Rose Maths NCTEM Nrich Classroom Secrets | Long term overview Medium term planning Weekly planning |
| Science | Kent Scheme Hamilton Trust Explorify Cornerstones National Oak Academy | Long term overview Medium term planning |
| RE | Come and See | Medium term planning Adaptations of lesson plans |
| PE | Greenacre sports partnership | Medium term planning |
| Geography | Cornerstones National Oak Academy | Planning annotated online |
| History | | |
| Art and Design | | |

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|-----------------------|---|---|
| Design and Technology | | |
| Computing | National Centre for Computing Education | Medium term planning Adaptations of lesson plans |
| PSHCE | Ten Ten | Medium term planning Adaptation of lesson plans |
| Music | Charanga – Kent Music school | Medium term planning and Adaptations of lesson plans |
| MFL – French | Language Angels | Long term planning over Adaptation of lesson plans |

Long Term Planning

The main content, objectives and outcomes for each theme are identified on a long term planning map which identifies overall provision for each subject across each year. As children begin a unit they need to know how it fits in to the wider whole so that they can see, appreciate and learn the particular by locating it in the general. Information is shared with parents on the year group pages of the website so that parents can become more involved in their children's learning and are able to follow home learning suggestions and support their children at home.

The maps identify:

- The core theme which is used as the basis for cross-curriculum learning.
- The 'hook' to inspire the term's learning.
- The main subjects areas to be covered in relation to theme.
- Key knowledge and skills to be taught during the unit of work.

Medium Term Plans

Our teachers compile termly curriculum newsletters to give guidance on the skills and teaching content that we use when teaching each area.

Teachers identify units of work to be covered in English and Maths and plan their time allocation and sequence of learning.

For Foundation Subjects, teachers identify a sequence of lesson objectives to be covered as part of the theme. Teachers are encouraged to be flexible, and may choose to stagger or block lessons as they feel is most appropriate to the needs and interests of their class, although learning for any subject is never fully 'blocked', because this does not allow for consolidation between lessons or the opportunity for children to distil learning.

Short Term Planning

At St Joseph's weekly planning documents are produced for English and Mathematics on Curriculum Maestro. Some Foundation subjects are also planned in this manner or using and adapting the subject specific scheme of work e.g. PE.

The weekly planning includes:

- Specific learning goals and learning questions /S2S, clearly showing progression in learning and skills across the week – English and Maths.
- Core learning goal, key skills areas and success criteria.
- Outline teaching input.
- Adaptive teaching methods
- Assessment opportunities

Teachers are encouraged to record assessments directly to our online system, avoiding lesson annotation which duplicates work. Teaching is adapted within the lesson or in subsequent lessons taking assessments in to account so that gaps and misconceptions are addressed or time is not wasted on things that children already know, understand or can do.

Progression and Continuity in the Curriculum

At St Joseph's we ensure progression and continuity in the curriculum by:

- Use of planning documentation.
- Dividing and organising National Curriculum Programmes of Study.
- Subject leader overview of whole school planning for their subject.
- Regular discussion to review planning and reflect on the impact of teaching [pupil outcomes and standards of attainment.
- Making effective use of formative assessment strategies
- Using Cornerstones as a tool to record and report assessment outcome.
- Moderation of standards achieved in Key Stages, whole school and hub moderation opportunities
- Shared approaches to planning to avoid duplication and to support management of workload.

Measuring Success – Impact

The measure of curriculum success in any subject, is whether the children really know the key aspects of what they have learned so that they are able to produce something worthwhile as a result of acquiring that knowledge. During the 'Innovate' stage of the curriculum topics children are required to draw on their previous learning and apply this to solve problems in a real-life context. In the 'Express' stage, they may reflect on their learning to enhance the outcome or apply it in a more challenging context, such as in creating something new with what they have been taught. Impact can further be identified where children draw upon previously acquired knowledge when they build upon, broaden or apply their learning in later themes.

Assessment

For further information see also: Learning and Feedback Policy and Teaching and Learning Policy.

Summative data is recorded at three points in the school year. Using the Cornerstones platform and subject specific tracking tools such as PE and RE. We also complete formal Pupil Progress reports, three times a year, that focus on every area of our school curriculum including well being and involvement. Each Class Teacher then has a formal meeting with the Academic Principal to review the progress the children are making. This reports is then shared with all subject leaders to review. All subject leaders are also able to track the curriculum data on Cornerstones.

Parents receive one written reports of pupil progress and have three opportunities to meet with the class teacher formally, although we operate an 'open door' policy.

- Summative data enables the review of progress and attainment for different pupil groups, such as those with SEND or those vulnerable to under achievement. This enables us to identify where support has been successful and where further support may be required.
- We follow the principles of self and peer assessment to promote independence, deeper engagement in learning and to encourage children to identify where they can make further improvements.
- Whole school targets are tailored for each class focusing on the school's priorities of Reading, Writing and Maths. These are reviewed each term, inline with subject leader monitoring.
- End of year expectations are shared with parents and these booklets can also be found on our school website.
- All pupils are guided to their 'next learning steps' through teacher feedback and marking.
- The Governing Body receives regular reports on pupil attainment scrutinises the work of the school compared to the national picture and similar schools and pupils' prior attainment. Throughout the year subject leaders report back to the Governing Body and Executive Governing Body, by presenting during meetings and providing written reports.

Subject Specific Policies

At St. Joseph's some subjects have a specific policy to support the curriculum area such as RE and Science. All subjects have their vision shared under the curriculum subject area on our school website. These subject areas are updated frequently with current enrichment activities.

Home Learning

We believe topic home learning is essential as it supports and extends the children's learning in class and allows them to further explore their own interests. Home learning contributes to the overall outcome of the topic. Children are offered a choice of activities linked to the wider curriculum. Home learning is provided in the form of a termly home learning menu, a copy of this can also be found under the class section on our school website.

Inclusion and Diversity

We have a firm commitment to inclusion so that appropriate adjustments are made for children with special educational needs or disabilities. All children in school have an entitlement to a full education and we will modify and differentiate the curriculum to ensure access to the curriculum for all children. We have a commitment to meeting the needs of all children, including those with a high level of ability in one or more areas. It is our responsibility to maximise knowledge, skills, strengths and talents in all children, enabling them to extend and develop their potential. Gifted and talented children are recognised as having particular learning needs and the curriculum is extended through learning challenges to ensure that positive learning and progress is sustained.

Monitoring and Review

The Learning and Development Team of the Governing Body keep an overview of curriculum development and monitor aspects of curriculum provision according to current identified priorities. Governors liaise with relevant subject leaders during the course of governor visits and monitor the school approach to curriculum development and implementation as well as overall outcomes.

School leaders and governors monitor and compare our school's national tests results against national and local benchmarks to support improvement planning. We scrutinise attainment across the school and consider the full range of vulnerable groups to identify what aspects of our work are having a positive impact and where we need to make improvements and address any imbalance in outcomes.