Curriculum Policy

Our symbol of Jesus, Mary and Joseph signifies the importance of a loving family, at the heart of which is building our relationship with God, through the teachings of the Catholic faith.

Our Mission

- *We are committed to the highest quality education for all*
- *We are committed to promoting an inclusive, loving family through the teachings of the Catholic faith*

We are committed to safeguarding everyone in our family

Values

We promise to keep everyone Learning, Included, Safe

Holy Family: Together in love

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1. Curriculum aims

Our curriculum aims to achieve our Vision:

In our holy family, we all thrive socially, academically and spiritually to our fullest potential.

- To achieve this we follow the values in our Mission.
- We are committed to the highest quality education for all.
- We are committed to promoting an inclusive, loving family through the teachings of the Catholic faith
- We are committed to safeguarding everyone in our family

To achieve our mission our curriculum is designed to:

- 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
- Support pupils' spiritual, moral, social and cultural development, underpinned by the teachings of the Catholic faith
- 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 ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our children from Nursery to Year 6, to ensure that they are ready for the next step of their journey.

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2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and 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 / Local Academy Committee (LAC)

The Local Academy Committee 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

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 / LAC

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- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board / LAC is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board / LAC 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.

All teachers (excluding ECTs) will have areas of curriculum responsibility. This will include the monitoring of progress and attainment, providing staff support and training and creating / developing the curriculum. It is their responsibility to keep up to date with research and guidance.

All staff responsible for teaching aspects of the curriculum are responsible for ensuring that they are following the implementation plans for each subject. It is their responsibility to seek support from the subject leader where required.

4. Organisation and planning

- Our curriculum is organised into half terms, following the structure of the Religious Education Directory "To know you more clearly". This mirrors the Catholic liturgical calendar / the seasons of the Church.
- Where appropriate, explicit links are made between subjects to strengthen children's knowledge, to increase the opportunities for repetition and to provide more opportunities for applying knowledge in different situations.
- Wherever possible, we make reference to our local community as well as providing wider opportunities to develop cultural capital
- Learning about the environment and spending time outdoors is a key component of our curriculum, supporting mental health, the improvement of the community and the principles set out in Catholic Social Teaching and Laudato Si
- Vocabulary has a high focus throughout the curriculum to support children's understanding and ability to engage with learning at a higher level

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- There is a long term overview for each year group to ensure that all statutory elements of the curriculum are met including 10% of the timetable being allocated to RE
- Each subject has a clear Intent, linked to the Mission and Vision of the school. Each subject also has a clear implementation plan which sets out the systems in place for each subject.
- Subject Leaders monitor the curriculum throughout the year, using the structure of an Impact Report.
- The school, along with the St. Francis Catholic Multi-Academy Trust, follow Life to the Full - Ten:Ten, as the curriculum for RSHE, starting with pupils in Nursery.
- Values to prepare our children for the future are reinforced throughout the curriculum including our school values, in the form of promises and motto. These provide our local values. We discuss British Values and provide opportunities to live these out, as National values. We also provide opportunities to learn about and live the principles of Catholic Social Teaching as whole world values.
- Subject leaders provide long and medium term plans and/or provide support for teachers to produce these. In most subjects, teachers provide a lesson sequence that sets out the order of sessions however more detailed short term planning is done according to the individual teachers' preference.
- Some subjects have a scheme provided or additional resources including Maths Mastery, Life to the Full and Little Wandle (phonics scheme)
- Our Early Years Provision is a mixed aged unit for children between 3-5 years old. The overview of provision is based on the branches of the RED. We follow the statutory curriculum for EYFS, using Development Matters alongside to support assessment and planning for progression.

5. Inclusion

Teachers set high expectations for all pupils, inline with our Mission. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, using quality first teaching strategies through the lens of the most vulnerable to ensure that there are no barriers to every 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.

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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 / Trustees / LAC monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Monitoring subjects by meeting subject leaders
- Review subject leader Impact Reports
- Engaging with school communications such as newsletters

Subject Leaders monitor the way their subject is taught throughout the school by:

- Using a range of methods including Learning Walks, Lesson Observations, Book Looks, Display audits, planning reviews, assessment reviews, pupil voice, meeting with staff and information gathering through questionnaires etc. Subject Leaders complete an Impact Report to support them in identifying areas for development and strengths.
- All subject leaders are also champions for other subjects to provide a support system amongst subject leaders.

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed, mindful of the budget procedures and restrictions.

This policy will be reviewed every two years by the Senior Leadership Team. At every review, the policy will be shared with the full governing board / LAC.

7. 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
- Mission, Vision and Values
- RSHE policy
- Pupil Premium Policy

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