

ST JOHN'S CATHOLIC INFANT SCHOOL

CURRICULUM POLICY

(To be read in conjunction with the policies for individual curriculum areas and the policies for Early Years, SEND, Teaching and Learning, Assessment and Marking & Feedback)



"Loving, Learning and Laughter Together with God"

Article 30: "Education must develop every child's personality, talents and abilities to the full."

This Policy supports our Mission Statement and our School Aims:

St John's Catholic Infant School
is a welcoming, caring community
and an extension of the
home and parish.

The children experience the Gospel
message of God's loving care through
the worship, relationships and teaching
of the Catholic Church.

The curriculum is rich, broad and
balanced reflecting the distinctively
Catholic nature of the school.

We will offer *every* child - whatever their
individual characteristics -
the chance to achieve their
full potential, feel secure and
enjoy growing up.

Our School Aims:

- 1. Living out our Catholic life and identity through witnessing the Gospel of Jesus Christ.*
- 2. Strong culture of inclusion, respect and positive behaviour of children and staff, with safeguarding at its heart.*
- 3. Consistently high expectations through quality teaching and learning, challenging all children to reach their potential.*
- 4. Effective provision with purposeful engagement, leading to secure progress.*

Our Christian School Values are embedded into the heart of the school:

"The fruits of the Holy Spirit are: Love, Peace, Faithfulness, Joy, Goodness, Gentleness, Patience, Self-Control and Kindness" (Galatians 5, 22-23)

As Catholic educators we are privileged to fulfil the mission Jesus gave us:
'Go out and teach all nations.'

*Our Curriculum provision is inspired by the words of Pope Francis.
They show us how we can guide our children as lifelong learners to success:*

“You must not teach just content, but the values and customs of life. ... you must transmit: how to love, how to understand which values and customs create harmony in society. ... [Teachers] must aim to build an educational relationship with each student, who must feel welcomed and loved for what he or she is, with all of their limitations and potential.”

“Today we want to keep dreaming. We celebrate all the opportunities which enable us, not to lose the hope of a better world with greater possibilities. ... I know that one of the dreams of your parents and teachers, and all those who help them ... is that you can grow up and be happy.”

**“When we all come together to educate our children,
we will be one step closer to creating a [world of good.](#)”**

Our Curriculum (Intent)

At St John’s Catholic Infant School, we pride ourselves in offering children a creative and exciting curriculum, which is rich, broad and balanced, reflecting the distinctly Catholic nature of the school, promoting our Mission Statement, School Values and our Aims. During their time with us, we aim to foster a love of learning, a natural curiosity and a thirst for knowledge.

*“Our children will **know more, can remember more and apply more**”*

In the daily living out of our Catholic faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in prayer and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

Our curriculum will inspire, enthuse and educate our children so they learn knowledge and skills that will help them prepare for life in modern Britain. We aim to provide opportunities for all children to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability or disabilities. (see Our Core Principles of Our Curriculum)

Our topic based approach covers all of the elements of the National Curriculum, but in a meaningful and relevant way for our young children. The topics enable children to learn holistically, and frequently follow their interests, inspiring them to have a passion for life-long learning.

Planning the Curriculum

At St John’s Infants, all children have equal access to the curriculum.

When planning the curriculum, we aim to:

- put Religious Education at the heart of our School Curriculum in order to develop the Catholicism and spirituality of our children.
- implement the objectives of the curriculum so that learning is progressive and we are aligned with or surpassing national expectations
- base our Foundation Stage planning on on-going observation and assessment
- ensure are long and medium term plans are regularly updated and reviewed in light of changes and progressive expectations
- rigorously monitor outcomes and assessments in order to ensure consistency across all year groups and key stages
- increase children’s knowledge, skills and understanding as they grow and develop and strengthen their connections with the world around them.
- carefully plan and structure the curriculum to ensure that learning is continuous and that children make good progress in the development of their learning.

- engage the children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn.
- make the curriculum exciting and to offer children lots of first-hand experiences to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world.
- open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live.
- develop the children's spiritual, moral, social and cultural education within the context of our Catholic identity, drawing on and recognising the values of linguistic, religious, cultural and ethnic diversity, particularly within the school community, and that they present positive images to our children
- recognise and plan for the needs of all the children including those with special needs and disabilities (SEND), and the most able
- deliver a curriculum that encourages respect for the environment and society, and actively promotes British Values
- we create and maintain an exciting and stimulating learning environment where all children are encouraged to be risk takers

Implementing the Curriculum:

- All children will have an education that enables them to develop the knowledge, understanding and skills identified in the National Curriculum for KS1 and the EYFS curriculum in Foundation Stage.
- The Diocesan Scheme of Work "The Way, Truth and the Life" will be used as the basis for the planning and teaching of Religious Education and children's spiritual, moral and cultural development. Children will also have regular opportunities to participate in Collective Worship.
- Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
- The curriculum is planned in year groups with a long term plan indicating topics and National Curriculum Objectives are taught each term. It is reviewed annually to ensure coverage across the Key Stages.
- Learning Pathways are produced for individual topics/themes showing the objectives to be taught and how the children will learn ie activities they will undertake
- Weekly short term plans set out the learning objectives for each lesson, identify resources and activities and differentiation within the lessons.
- We have a creative 'cross-curricular' approach to learning, planning topics or themes which will embrace a range of National Curriculum subjects including the application of english and maths skills.
- Opportunities will be taken to enliven the curriculum through: educational visits out of school; involvement of parents, visitors, artists, crafts people, actors, and musicians; the use of the school grounds, the locality and the wider environment.
- All children will have the opportunity to take part in a variety of extra-curricular activities; including French club, relaxation club, a variety of sports clubs – basketball, Zumba, football, hockey, multi skills.
- Experience a planned programme of personal, social, health and economic education through our Jigsaw scheme of work, which incorporates and promotes British Values.
- Have access to an extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Children will receive accurate and helpful feedback from teachers on how well they are doing at school and be shown ways of improving their work.
- Children will be actively encouraged to have respect for themselves and high self-esteem, and develop the ability to work independently and co-operatively with others
- Work in a learning environment that is safe, secure, exciting, stimulating and clean.
- Participate in a variety of activities that enrich the curriculum; including educational visits, performance, sporting events and exposure to the arts

- Home learning will be set where appropriate to link the curriculum with learning at home
- Regular parent/ carers workshops will be held to inform families of curriculum developments and allow them opportunity to work alongside their child.
- The school pledge will ensure that all children receive a broad and enriching curriculum during their time at St John's Infant School.

In addition, our children in Early Years Foundation Stage will:

- have access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well equipped
- receive a curriculum based on the Early Years Foundation Stage Framework, learning through play and engaging in well planned and structures activities;

The prime areas of learning being:

- Communication and language
- Physical development
- Personal, social and emotional development

The specific areas of learning include;

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

- teaching will build on the experiences of children in their pre-school setting – positive partnerships are built with various nurseries and other pre-schools providers in the local area
- be observed, monitored and assessed on an on-going basis in the pursuit of achieving the Early Learning Goals.

In addition, all our children will:

- have opportunities for creative role-play, Talk for Writing opportunities and drama to develop Spoken Language
- use 'Ruth Miskin Phonics' across the school for phonics teaching, 'Penpals' for Handwriting and 'Spelling Shed' for Spelling
- receive reading (including on-line books and comprehension via Bug Club), spelling, Maths English and topic home learning on a regular basis to further support learning at home
- have opportunities to take part in a performance eg class assemblies, concerts' productions,
- have opportunities to take part in extra-curricular activities through sporting events, performances and after school clubs
- have opportunities to participate in Masses in school and church and regular Collective Worship in class
- have opportunities to develop leadership roles and independence through being members of the School Council and other responsibilities around the school

In addition, our children with English as an additional language (EAL) are entitled to:

- an assessment of their needs to ensure specific planning by the SENCO, class teachers and addiotnal support staff

In addition, our children with special educational needs and disabilities (SEND) are entitled to:

- an assessment of their needs to measure progress where these are appropriate
- a tailored development of the curriculum to meet their differing needs
- additional support with learning where possible
- additional meetings with parents/professionals to set targets, review progress and generally work together.

To establish and maintain standards (Impact):

- We regularly monitor and compare our school's tests against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our children's attainment further.
- We are aware of gender and social (FSM/Disadvantaged) differences in our children's attainment. We analyse children's performances and development strategies to address imbalances where they occur.
- We maintain systems for monitoring children's progress to enable us to estimate and predict annual progress – with this information we set targets to challenge and improve children's attainment.
- When measuring the impact of our curriculum we regularly ask our children: Do they enjoy coming to school? What have they learned and remembered in Year? Have they found anything challenging this year? Is learning always easy?
- Within the context of performance management, we:
 - Regularly sample children's work and ensure we agree on standards of attainment
 - Evaluate the quality of our teaching and its impact on attainment and ensure consistency within our teaching and learning policy
 - Ensure we develop our professional expertise in order to improve attainment

(Refer to the school policy for Assessment and Marking)

Parental contributions and involvement:

At St John's Infants, we value parents as members of our school family, and recognise that they are the foremost educators of their children. In view of this, we:

- Provide an extensive induction programme for children entering Pre-School and F2
- Provide workshops for parents on different subject areas/themes
- Invite parents to class assemblies, Masses and productions
- Invite parents to assist on educational visits
- Keep parents regularly informed of school life through a weekly newsletter, school and class twitter feeds and website
- Invite parents to become members of the PTFA in order to extend the school and parent ties

Other Agencies and Bodies:

- The governors of the school have established responsibilities and links with various areas of school life, including holding interest in specific subjects
- Links with the parishes are firmly established so that the school and parishes are seen as one community
- Strong and effective partnerships have been established with other schools in order to provide opportunities for CPD for staff and wider learning experiences for children

Role of the Subject Leader:

- To lead the development and management of an individual subject within the curriculum
- To formulate subject policies, action plans and curriculum maps – ensuring coverage of the learning objectives
- To review the progress of the subject across the year by producing subject progress reports – twice yearly
- To continue to raise the profile of individual subjects – supporting and advising colleagues on issues relating to the subject
- To rigorously review outcomes through monitoring children's work, teachers' planning and assessments

- To produce portfolios for each National Curriculum Subject with examples of children’s work showing Working Towards, Expected and Greater Depth which can be used to exemplify standards and expectations, and support assessment moderation
- To provide efficient resource management for the subject

It is up to each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned for. They must then monitor and review this on a regular basis, by conducting book scrutiny, learning walks and through discussion with both children and staff.

Monitoring and Review

Our Governing Body is responsible for monitoring the way the school curriculum is implemented. Governors review subject areas according to the policy review timetable. There are named governors assigned to specific curriculum areas, as well as for SEND and Assessment.

The headteacher is responsible for the day to day organisation of the curriculum, supported by the Key Stage Leaders. The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and the Diocesan RE Scheme.

Subject Leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium term planning and ensure the appropriate teaching strategies are used.

This policy will be reviewed and revised every two years or earlier if necessary.

<p>Agreed by Governors on: 26th June 2019 Agreed by Staff on: 22nd May 2019</p>	<p>Reviewed on: 24 June 2021</p>
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