

# St. John Bosco RC Primary School



# Curriculum Policy

# CONTENTS

## Policy

- Introduction
- Implementation
- Values

## Sections

1. Aims
2. Approaches to Learning
3. National Curriculum
4. Special Educational Needs and Disability (SEND)
5. Homework
6. Curriculum Planning
7. Extra-Curricular Activities
8. How well are we achieving our aims?
9. Curricular Community Links
10. Impact on Children
11. Evaluation

## Curriculum Policy

### INTRODUCTION

At St. John Bosco RC Primary School we aim to help every person achieve their potential through celebration, support and forgiveness. We recognise that every child's first entitlement is to a spiritual, moral and cultural education. This underpins all we teach across the curriculum. It is evident every day in the classroom, in the attitudes and skills we attempt to foster in our children. We aim to develop, in a Catholic atmosphere, qualities of mind, body and spirit in order to prepare our children to face the opportunities, responsibilities and experiences of adult life.

At St John Bosco School our curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. Our curriculum offers a wide range of inspiring opportunities to all learners. It includes not only the requirements of the National Curriculum, but also the wide range of activities that the school provides in order to enrich the experience of the children. Teachers plan the curriculum creatively, matching their tasks and teaching styles to the specific needs of our children. This ensures that what we offer is truly unique to our school community.

The way pupils are treated by adults along with the way they are expected to behave is also part of the curriculum. The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress. We plan our curriculum to offer opportunities to all pupils regardless of their background or ability. At St John Bosco School we aim to teach our children how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

### IMPLEMENTATION

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to children's learning. The planning process is central to the effective delivery of the curriculum. Class teachers begin by finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject by the National Curriculum, to inform future planning.

The main emphasis of planning in the school is to make the curriculum more exciting by making explicit cross-curricular links across all areas of the curriculum.

### VALUES

At St John Bosco RC Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

#### 1. AIMS

At St John Bosco School we want the curriculum to enable all young people to become:

- Successful learners who enjoy learning, make progress and achieve
- Confident individuals who are able to live safe, healthy and fulfilling lives
- Responsible citizens who make a positive contribution to our local community and society.

**We aim for our children to be:**

*Successful learners who:*

- have the essential learning skills of literacy, numeracy and ICT
- are creative, resourceful and able to solve problems
- have enquiring minds and think for themselves to process information, reason, question and evaluate
- communicate well in a range of ways
- understand how they learn and learn from their mistakes
- are able to learn independently and with others
- know about big ideas and events that shape our world
- enjoy learning and are motivated to achieve the best they can now and in the future

## Curriculum Policy

- are able to critique, weigh evidence and make judgements.

### *Confident individuals who:*

- have a sense of self worth and personal identity
- relate well to others and form good relationships
- are self aware and deal well with their emotions
- make informed judgements
- become increasingly independent, are able to take the initiative and organise themselves
- make healthy lifestyle choices
- are physically competent and confident
- take managed risks and stay safe
- recognise their talents and have ambitions
- are willing to try new things and make the most of opportunities
- are open to the excitement and inspiration offered by the natural world and human achievements.

### *Responsible citizens who:*

- are well prepared for life and have high aspirations
- are enterprising
- respect others, work co-operatively and act with integrity
- understand own and others' cultures and traditions and have a strong sense of their own place in the world
- appreciate the benefits of diversity
- are friendly, tolerant, fair and just
- take responsibility for their own actions
- sustain and improve the environment locally and globally
- can change things for the better
- are able to handle the conflicting values they encounter in society

## 2. APPROACHES TO LEARNING

- Lessons are matched to learning need e.g. enquiry, direct teaching, active and practical. These skills are taught and developed both inside and outside the classroom.
- Pupils complete the majority of the work within lessons. The teacher and other adults are facilitators of learning rather than directing the children.
- In all curriculum lessons, the teacher targets their interventions judging when it is necessary to 'step' in to aid the progress of the children. Teachers rarely stop the whole class when a specific learning task is being completed.
- Pupils are presented with problem solving activities, requiring the use of their own research or investigative skills.
- Assessment is fit for purpose and integral to learning and teaching and develops learners self esteem and commitment to learning.
- Assessment uses a wide range of evidence to encourage learners to reflect on their own learning
- There is a wide range of opportunities for spiritual, moral, social, cultural, intellectual and physical development
- Work is personalised – offering challenge and support to enable all learners to make progress and achieve.
- Work is presented in a range of creative ways chosen by the children.
- Learning is carried out using a wide range of techniques including: group, independent and whole class.
- A range of educational experiences on offer including visiting speakers, off – site trips and residential trips.
- Relevant and purposeful teaching for a range of audiences
- Involve learners proactively in their own learning

## 3. NATIONAL CURRICULUM COVERAGE

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum. All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage. Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online. All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of

## **Curriculum Policy**

every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Before planning the curriculum, teachers spend time highlighting the objectives that their class will be taught within each theme. This ensures that the SLT can monitor the extent to which St John Bosco School teaches the statutory elements of the curriculum.

The teaching of French is also undertaken in Key Stage 1 and 2. Music tuition is provided through a variety of sources in Violin, Chalumeau, Woodwind and Drums.

### ***Religious Education***

All schools are required to teach Religious Education. In Catholic schools, Religious Education is considered as a core subject accounting for approximately 10% of all curriculum time. Our school uses the Diocesan Programme 'Come and See' programme. Parents are informed in advance of the topics to be covered through a termly leaflet distributed to all children. Topics are explored at a level appropriate to the age and experience of the children. Visits are made and visitors come to school to support learning.

### ***Swimming***

Swimming is undertaken in 10 block sessions using the facilities at Sunderland Aquatic Centre travelling by private coach. Children from Year 4 attend swimming lessons in the Autumn and Spring Terms changing to Year 3 in the Summer Term. The children will learn skills such as sculling, treading water, swimming strokes such as front and back crawl. Safety rules both in and out of the water will be taught.

## **4. SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)**

St John Bosco RC Primary School ensures that all children have the same opportunity to fulfil their potential and to participate in all areas of school life including access to the National Curriculum. The school takes its duties to children with SEN and disabilities very seriously and will take reasonable steps to admit children with SEN and disabilities and give them the fullest possible access to premises and the curriculum. St. John Bosco School endeavours to ensure that all children in the school are fully included in school life. However, St John Bosco School is a mainstream school and does not have specialist staff or resources to provide for pupils with complex needs that may require specialist facilities. Any complaints about the provision of Special Educational Needs (SEN) will be addressed through the school's existing Complaints Procedure (copy available on request from the school) and should be directed in the first instance to the Headteacher.

## **5. HOMEWORK**

St John Bosco RC Primary School seeks to use homework as another step in the all-round development and formation of our children. Homework is seen by the school as an opportunity to extend, develop and reinforce work undertaken at school. We seek parental cooperation in ensuring that homework is returned to school promptly and in good condition. Parents help with these tasks cannot be underestimated and is greatly appreciated. Teachers are only too willing to provide guidance to parents in how best to help their child at home and hold regular parents meetings and workshops where advice is given.

## **6. CURRICULUM PLANNING**

Teachers begin planning from the beginning of the school year. It is expected that the following elements of planning are present:

- Long term planning stating the themes, cross curricular links, visiting speakers and trips.
- Medium term planning.
- Weekly planning identifying differentiation (if appropriate), work of other adults, key questions, objectives and resources.

## **7. EXTRA – CURRICULAR ACTIVITIES**

At St John Bosco School we aim to offer a wide range of extra – curricular activities to enable the children to build upon the skills they acquire within the classroom. The activities involve the children either taking part in a weekly club with a trained member of staff/ specialist coach or competing in local events.

*These include*

## Curriculum Policy

Football, Dance Club, Multi-Sports, Choir, Reading Club, Drum Club, ICT Club, Homework Clubs.

### 8. HOW WELL ARE WE ACHIEVING OUR AIMS?

As a school we are continually working to make learning and teaching more effective so that learners understand quality and how to improve.

#### *In evaluating impact on the children:*

- We look at outcomes for the whole child e.g. curriculum aims, progress in skills and subjects
- We regularly monitor planning and exercise books to ensure skills are being developed at all stages of the school.
- We observe lessons being taught in all classes focusing on techniques used, cross – curricular links, differentiation and use of assessment techniques.
- We observe lessons and provide quality feedback to teachers in order to help them further develop their skills.
- We use information intelligently to identify trends and set clear goals for improvement
- We use ‘critical friends’ to offer insight and challenges
- We use a wide range of measures both qualitative and quantitative
- We have a continuous cycle of improvement
- We use a variety of techniques to collect and analyse information
- We ensure assessment is fit for purpose
- We involve the whole school community; children, parents, teachers and governors

#### *In order to secure:*

- High attainment and improved standards for all
- Excellent behaviour and attendance
- Active involvement and participation in the local community
- Healthy lifestyles

At St John Bosco RC Primary School we feel that positive reinforcement and affirmation engender self confidence, determination and resilience within our children. We aim to ensure that what our curriculum offers is displayed in the school ensuring that the community is aware of the wide range of opportunities on offer.

### 9. CURRICULAR COMMUNITY LINKS

St John Bosco School works closely with Sacred Heart & St. John Bosco Church to enable the children to have the opportunity to practise their faith in an appropriate manner. This link involves the children planning and delivering regular masses, interacting directly with the community at a range of different levels and participation in our First Holy Communion Programme.

As part of our PSHE agenda, our children work alongside the local Police and the Community Support Officers and Fire Crews.

### 10. IMPACT ON CHILDREN

#### *Our curriculum encourages children to develop the following skills:*

- Cooperation
- Resilience
- Creativity
- Self Esteem
- Determination
- Motivation

### 11. EVALUATION

As a school we will evaluate the curriculum by focusing on the standard of work produced by the children in lessons, children’s attitudes to learning, standard of written work completed and pupil enjoyment. This will include:

- Observing subject lessons being taught
- Learning walks whilst lessons are being taught
- Termly reviews of exercise books at different ability levels
- Pupil interviews
- Planning scrutiny – is there a broad balanced curriculum in all classes?
- Coverage of the curriculum by focusing on objective overviews

## Curriculum Policy

Signed: \_\_\_\_\_

Designation: \_\_\_\_\_

Date: \_\_\_\_\_

Review Date: \_\_\_\_\_