

St Gabriel's C.E. Primary School Curriculum Policy



September 2021

Our Christian Vision

Our St Gabriel's family nurtures every child to develop a sense of self belief, giving them **courage** to take risks in a bid to be the best that they can be. They develop **friendship** and **respect** for each other. They are surrounded by God's **love**, guiding them to offer **forgiveness** for those who may do wrong against them. They do this knowing that Jesus is by their side, guiding them to flourish, as they follow their chosen path.

Philippians 4:13 I can do all things through Christ who gives me strength.

At St. Gabriel's we follow the new National Curriculum 2014 as a basis of all we teach. We are proud to use the Cornerstones Maestro Curriculum as the framework for our provision this is underpinned by a belief that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. It also allows us to develop wide and varied learning experiences for our children which allow them to flourish.

Our Rights Respecting School status allows us to ensure the vital SMSC part of our teaching and learning weaves through all we do. It allows us to embed our strong school ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are deeply committed to developing the whole child here at St. Gabriel's and all our children have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. So, the curriculum here at St. Gabriel's is constantly evolving according to the needs and aspirations of our children, staff and community.

Values

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each pupil, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We also use the community to enrich the curriculum.

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

We value our environment, and we aim, through our curriculum to engender respect for our world, and how we should care for it in order not only to preserve it but to actively improve it for future generations, as well as our own.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through termly curriculum letters, homework, learning logs and the information each class has on our website, and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- To enable all children to understand that they are all successful learners.
- To enable children to develop their own personal interests.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and information technology (IT-Computing);
- To enable children to be creative through art, dance, music, drama and design technology.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To teach children about their world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the Questful RE syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and develop a personal high self-esteem.
- To be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health choices;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

Organisation and Planning

We plan our curriculum in four phases.

- Foundation Stage (Nursery and Reception)
- Key Stage 1 (Years 1&2)
- Lower Key Stage 2 (Years 3&4)
- Upper Key Stage 2 (Years 5&6)

We agree a yearly plan for each class on a 2-year cycle. This indicates what topics are to be taught in each term. This is not set in stone and may vary from year to year dependant on cohort's interests, makeup and national/global issues.

With our medium-term plans, we give clear guidance on the objectives, skills and teaching strategies that we use when teaching each topic. We ensure our medium-term planning directly covers the requirements of the National Curriculum 2014 documents and goes beyond this to enhance and extend our curriculum provision and therefore pupils' experiences.

Our short-term plans are those that our teachers write on a weekly basis.

In our Foundation Stage Unit (FSU) and Y1 we place a great emphasis in learning through structured play (continuous provision). In our FSU this also includes carefully structured outdoor provision. We continue this into Y1 at the beginning of the academic year and phase the

continuous provision out as the year progresses in order to prepare our children for the transition to Y2 where learning is more formal.

In all stages of the school we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Curriculum and/or early learning goals, and there is carefully planned progression in all curriculum areas.

A child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of Curriculum subjects.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend our school. If we think it necessary to adapt the curriculum to meet the needs of individual children with additional needs, then we do so only after the parents of the child have been consulted.

If a child has additional needs, our school does all it can to meet these needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having additional needs, his/her teacher assesses 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; this includes providing the child with a PPP (Personal Progress Plan). This is written with the help and support of the school SENDCo and any additional specialists as necessary. These are shared with pupil (if appropriate) and parent to ensure all understand. We provide additional resources and support for children with additional needs where possible. If a child's needs are more severe, we consider the child for an Education Health and Care Plan, and we involve the appropriate external agencies in order to gather evidence to put to the Local Authority for a decision to be made.

The Foundation Stage

The curriculum that we teach in the Foundation Stage (Nursery and Reception integrated classes) meets the requirements set out in the revised Foundation Stage Curriculum. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation classes 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 that have worked with children who then come to us.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process. This relationship is nurtured throughout their time in Foundation Stage and onto both KS1 and KS2.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: football, netball, rounders, table tennis, cross-country, Eco-group, Art, and varied other afterschool club provision throughout the year.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for their specific subject;
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

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 curriculum and that effective progression is planned into themes of work.

Monitoring and Review

Our governing body's Curriculum and Progress Committee is responsible for monitoring the way the school curriculum is implemented.

We have named governors for curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The Headteachers are responsible for the day to day organisation of the curriculum. The Headteachers monitor the curriculum through planning, book scrutiny, classroom observation, liaising with the Curriculum Co-ordinators and School Management Team meetings.

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Curriculum Policy Document

Chair of Gov - _____

Headteacher- _____