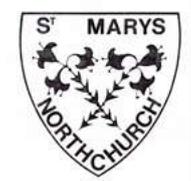


Excellence Together, Learning Through Faith.



St Mary's C of E (VA) Primary School

As a Church School we seek to ensure that the ethos and principles of Christianity underpin the experiences of the children in our care.

“St Mary’s is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect their differences.”

Overarching Curriculum Policy

This policy is GDPR compliant.

Date of issue: December 2018

Last reviewed/adopted: December 2018 (Academic Standards Committee)

Next review date: Autumn 2020

Signed: _____

Date: _____

Aims

At St Mary's we believe in delivering a Christian-values-led curriculum that:

- promotes the spiritual, moral, social, cultural, physical and intellectual development of our pupils;
- encourages creativity, independent inquiry, collaborative working, critical thinking and a positive mindset;
- contributes to pupils' resilience, wellbeing and self-esteem
- promotes the British Values of tolerance;
- prepares our pupils to become confident and empowered citizens in the future;
- develops a love of learning and enjoyment across a wide range of subjects;
- encourages pupils to make the best possible progress and achieve to the best of their potential;
- builds on pupils' strengths, interests and experiences;
- equips pupils with the necessary skills as defined in the National Curriculum to meet national age-related expectations and leave primary education secondary-ready;
- provides rich and varied curriculum enrichment experiences.

Inclusion

We value diversity and inclusivity, and aim to ensure that all children are able to access the curriculum through:

- Appropriate differentiation and the matching of suitable learning activities to pupil's needs;
- Responding pro-actively and sensitively to pupils' diverse learning and emotional needs;
- Identifying and addressing potential barriers to learning for vulnerable individuals and groups.
- Promotion of equal opportunities and enabling pupils to challenge discrimination and intolerance.

The Foundation Stage

The curriculum for the Foundation Stage is based on the Early Years Foundation Stage (EYFS) framework which provides guidance for all settings working with children from 0-5 years. There are 7 areas of learning, split into 3 prime areas and 4 specific areas

3 prime areas:

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

4 specific areas:

- Literacy

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

Opportunities for the children to learn and develop in all these areas are provided mainly through child initiated learning with some adult led activities. Young children thrive in a rich and stimulating environment in which they can explore and discover things for themselves.

The role of the Head Teacher

The Head Teacher carries the ultimate responsibility for the design of the curriculum, but has the authority to delegate the formulation of schemes of work to subject leaders.

The Head Teacher also holds responsibility for the design and implementation of systems for monitoring and assessment of the curriculum in order to ensure the maintenance of standards, though the enacting of these processes may be carried out by senior or middle leaders.

The role of the Governors

Through the meeting of the Academic Standards Committee, the governing body will ensure that curriculum provision is monitored and reviewed regularly at the appropriate strategic level.

The role of Subject Leaders

Subject Leaders will assist the Head Teacher in the design of the curriculum, and enact the appropriate monitoring processes to ensure that standards and coverage are being maintained. They will remain up-to-date with developments in their subject area and seek opportunities for improvements to the school's curriculum where possible.

Use of Information and Communication Technology across the curriculum

Pupils should be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning across a wide range of subjects.

Curriculum organisation

We employ a "creative curriculum" approach. This means that each half-term, teaching is organised around a topic theme, allowing teachers to draw together strands from a wide range of subject areas including history, geography, science, art, design & technology, computing and English into a coherent body of content that ensures the broadest possible coverage of knowledge and skills.

Certain subjects may not necessarily link to topic themes and may be taught discretely from the main topic where appropriate. These may include mathematics, aspects of English (such as phonics, guided reading, grammar and handwriting), PE, swimming, French and PSHE.

RE is taught in accordance with the school RE scheme of work and diocesan guidelines.

Planning

Long-term planning

Broad long-term plans are agreed at the beginning of each year by all teaching staff.

Medium term planning

Each half-term, teaching staff meet to agree detailed planning for their forthcoming topic. Medium-term planning trackers are completed, demonstrating how coverage of the following subject areas will be achieved:

- Understanding English, Communication and languages (Speaking & Listening, Reading, Writing, MfL)
- Mathematical Understanding
- Scientific and Technological Understanding (Science, Design & Technology)
- Historical, Geographical and Social Understanding (PSHE, History, Geography)
- Understanding physical Development, health and wellbeing. (Physical Education, Personal and Economic Wellbeing)
- Understanding the Arts (Art and Design, Music, Drama, Dance)
- Religious Education

Short-term (weekly) planning

Teachers are responsible for the production of detailed planning for individual lessons. To avoid unnecessary workload, plans may be kept in any format, provided they demonstrate appropriate detail, coverage and awareness of pedagogy. Teachers are encouraged to use planning support from a range of free and paid-for services, including but not limited to, Herts for Learning PA+, TES, Twinkl, Espresso and Hamilton Trust.

Monitoring and review

The Head Teacher, Senior Leadership Team and Subject Leaders are each responsible for monitoring and reviewing the curriculum. Depending on the subject area and the current School Development Plan priorities, monitoring processes may include, but are not limited to:

- observations of lessons;
- pupil voice questionnaires;
- triangulation of planning, pupil work and marking;
- summative assessments;
- learning walks;
- environment walks
- soliciting parent views
- liaison with the Herts Improvement Partner (HIP)

Information sharing

We inform parents of our curriculum through the following channels:

- School website class curriculum pages
- Half-termly class curriculum letters
- Meet the Teacher evenings
- Subject-specific parent information evenings
- School prospectus
- Parent forum