

St Teresa's Catholic Primary School

Curriculum Policy



'Christ be in our heads, in our hearts and in our hands'

Statement of intent

At St. Teresa's, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with our Catholic values and the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a broad, balanced and ambitious curriculum, as well as the provisions surrounding its creation.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- SEND Policy
- Subject specific policies
- Teaching and Learning Policy

Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who monitor the implementation and impact of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Ensuring that long term plans and overviews are in place for each subject area in collaboration with subject leaders.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Ensuring subject leaders have the necessary time to monitor their subject area.
- In collaboration with subject leaders, ensuring that the curriculum is implemented and monitoring the impact.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum and include strategies to promote retention of knowledge.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating medium term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Celebrating all pupils' academic achievements.

- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher through pupil progress meetings.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Mapping out a carefully sequenced, knowledge based curriculum which builds on prior learning.
- Supporting and offering advice to colleagues on issues relating to their subject or curriculum area and planning and providing effective CPD.
- Evaluating the standards in their subject by monitoring plans, books, talking to pupils and learning walks.
- Ensuring resources are available to teach the planned curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

St. Teresa's Curriculum Intent

- Our curriculum is driven by the need to prepare children for lifelong learning and the next stage of their educational journey.
- Our curriculum promotes diversity and an understanding of different cultures both locally, globally and historically.
- Our curriculum recognises the unique qualities and characteristics of each child.
- Our curriculum is based on assessing prior knowledge and building on these strong foundations through a carefully sequenced curriculum.
- Our curriculum recognises the importance of promoting reading throughout all the subject areas.
- Our curriculum is designed to promote independent and resilient learners who think critically and have a curiosity for learning.

- Our curriculum builds 'cultural capital' for our pupils by exposing them to a quality curriculum, a range of experiences and visits, visitors to school and by promoting character building qualities that lead to creating well rounded global citizens.
- Our curriculum is designed to promote our Catholic and British Values and to develop our pupils spiritually, morally and socially.
- Our curriculum is designed to promote healthy pupils both physically and mentally

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships, and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Relationships, Sex and health education

Details of what is included in the curriculum for each subject can be found in a specific curriculum overview for that subject. All of these overviews are accessible via the [school website](#).

Reporting and assessment

Children are assessed by their class teachers throughout the year. Formal assessments in English and Mathematics are administered annually to all Key Stage 1 and 2 children to inform teacher assessments which are reported to parents. Written reports are sent home mid-year and at the end of the school year. There is an informal and a formal parents' evening every year. Parents can request to meet with the class teacher to discuss progress at any time or to see documentation related to their child's progress.

At the end of Reception the pupils are assessed using the Early Learning Goals; these outcomes are reported to parents, in July, with their child's report.

In Year 1, pupils will complete a phonics screening check; parents will be informed of the outcome in July, with their child's report.

In Year 4, pupils will complete a multiplication tables check; these outcomes are reported to parents, in July, with their child's report.

At the end of Key Stage 2, the pupils complete national curriculum tests (SATs). You will receive test results for your child in July. There is no test for English writing; this will be reported using teacher assessments.

All reporting and assessments will be conducted in line with the school's Primary Assessment Policy.

Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

Monitoring and review

This policy is reviewed every two years by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.