

ST FRANCIS OF ASSISI CATHOLIC PRIMARY SCHOOL



CURRICULUM POLICY

Mission Statement

At St Francis of Assisi, we believe God is at the heart of our school. As a school community, we work together to provide a caring, stimulating and nurturing environment, where every child can discover their true potential and grow closer to Christ. As pupils and staff we encourage in each other a love of learning. This is a place where we can all belong and where diversity and difference is celebrated. We rejoice in each others' uniqueness and respect the dignity and beauty of each individual. Using our gifts and talents we will actively seek to make a real difference - by caring for one another and caring for our world.

CURRICULUM POLICY

The curriculum, in its fullest sense, firmly underpins the Mission Statement and vision we have for St. Francis of Assisi Catholic Primary School. The Catholic ethos that has been generated supports the spiritual development of our school community.

We are committed to ensuring that the curriculum is broad and balanced, in order that the needs of all our children are provided for, whatever their gifts and talents.

We aim to make provision for academic achievement and the spiritual, moral, social, cultural, physical and creative development of our children.

In the daily living of our Catholic faith, we aim to ensure that Religious Education and spiritual development permeate every aspect of the curriculum both explicitly and implicitly. Through prayer and the Catholic life of the school, the children and adults are supported to grow in faith and deepen their relationship with God and each other.

The children in our care are encouraged to develop:

- Their search for the truth as expressed in the Gospels
- Values including respect for themselves and others
- The ability to work independently and collaboratively
- High expectations of themselves and their capacity to make progress
- An understanding that learning is a lifelong process
- Lively, enquiring minds through questioning, investigating and making decisions
- Competence in the basic skills of English, Maths and Computing
- Interests and skills, including physical skills which will enable them to enjoy and make best use of their time both in and out of school
- Knowledge and understanding of the world in which they live
- A sense of wonder and awe at the beauty of God's creation
- Respect and care for the environment
- An appreciation and respect for their culture and that of others
- A sense of community cohesion that embraces their own community and beyond
- Gospel and British Values
- Ambition and celebrate success

Children in Reception follow the statutory requirements of The Early Years Foundation Stage (EYFS) Curriculum. In Key Stages 1 and 2, pupils follow the National Curriculum. The whole school adopts the RE curriculum 'Come and See' which follows the Religious Education Curriculum Directory for Catholic Schools and Colleges in England and Wales. We strive to provide quality access to the whole curriculum so that they can learn effectively, make progress and attain levels in line with, or better than, expectations nationally. We set challenging but realistic and attainable targets in order that our children may achieve this. Cross curricular opportunities are key to this.

Learning takes place in a stimulating environment supported by a variety of experiences which include the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- Extra curricular clubs
- Themed curriculum weeks
- Extended schools provision
- Links with other primary schools

- Residential visits
- Visiting authors
- Additional music opportunities
- Links with feeder secondary schools

Mathematics

In Years 1-6, we follow Maths Mastery, which allows for depth of understanding in the key concepts of Maths. Maths teaching is enhanced across the school through the use of regular maths meetings, which allow for rehearsal and consolidation of Maths Facts.

English

Reading

Children are allocated and work through colour banded books until they have a sufficient level of reading of different reading skills levels. Within each band, there are a range of fiction and non-fiction books from a wide range of reading schemes and non-scheme books. Children are also encouraged to read for pleasure and can access a wider range of books appropriate to each child's ability.

Where appropriate reading objectives are taught in English lessons and quality texts are used to demonstrate good examples and inspire children's own writing. In addition, children in Years 1-6 receive through two reading workshop sessions.

We encourage children to read for at least 10 minutes a day as part of the school's homework provision.

Phonics

Phonics is taught in focused sessions daily in Reception, Years 1 and Year 2. Our teachers follow the National Guidance for phonics teaching from Letters and Sounds. Children are taught in ability groups across the year groups to enable focused development of their phonics knowledge and application.

Writing

Within each term, the inclusion of a high quality text is used to challenge, enthuse and engage children. Our priority is to expose children to a range of quality texts and authors including classics and new releases. Where possible, these link to current topics, to enhance learning across the curriculum.

There is a clear progression in the teaching of writing, which includes the familiarisation of the text type through reading, the identification of structure and language features, modelled writing, shared writing, supported composition, guided writing and independent writing. Progression of teaching writing includes exploring features, planning, drafting, assessing and editing. Throughout a writing unit, a success criterion of skills is created in collaboration with the teacher and pupils. The success criteria may be displayed on the board for children to refer to or attached in books to allow children and teachers to assess against. This assessment is then used by teachers and pupils to set short-term targets.

PE & Music

P.E. and music are taught by specialist teachers to allow the children's skills to be developed.

EYFS Curriculum

Learning through play is a key part of our Early Years unit. We use children's interests as a starting point to plan our continuous provision, inform our topics and provide stimulating learning opportunities. We believe that through play children learn to adapt, negotiate, communicate, discuss, investigate and question. As such, we believe it important for the adults to engage in this child initiated play; observing, modelling, facilitating and extending the play based learning. Children take part in learning times, which occur twice a day and allow children to free flow, choosing their own learning within the unit.

July 2018