

Curriculum Policy for St James School.

Introduction.

At St James children receive an ambitious, broad and balanced curriculum. This is underpinned by the National Curriculum and our Christian vision. We use the Cornerstones curriculum alongside our own topics. These have been written with our culturally diverse community and location in mind. As educators, we strive to enrich the lives of the children with engaging experiences. Children love our curriculum and are keen to learn more. Teachers then support them to remember more and therefore will accomplish more. The curriculum and school values work together to improve each child's understanding of themselves, their community and the world they live in. It also encourages them to flourish and realise their dreams. Children aim to let their light shine, build ambition and become successful citizens.

Values.

Our school curriculum is underpinned by our core value of LOVE, where all pupils are given an opportunity through their education to acquire knowledge, skills and understanding that they use in order to lead fulfilling lives.

St James Primary School is in full agreement with the statements of aims included in the introduction of The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which children are unique. We listen to the views of individual children and we promote respect for diverse 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 we prompt inclusion, co-operation and understanding between all members of our community.
- 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 will meet the needs of all of our children and ensure that we meet all the statutory requirements regarding inclusion.
- We value our environment and aim to teach the children through our curriculum, how to respect our world and how we should care for its future generations as well as our own.

Aims.

The aims of our school curriculum are to:

- Ignite a love for learning in all pupils and nurture a Growth Mindset.
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge so that pupils can demonstrate that they know more, can do more and remember more than they did before.
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave St James fully prepared for the next stage in their education.

- Enable pupils to develop knowledge, understand concepts and acquire skills, and to be able to choose and apply these in relevant situations.
- Develop an enquiring mind and be able to ask questions.
- Expand pupil's vocabulary to help them debate their ideas and become confident, articulate individuals.
- Equip pupils with the knowledge and cultural capital they need to succeed in life as educated citizens.
- Feel safe and valued as part of a caring community so they are confident enough to take risks with their learning.
- Support pupil's spiritual, moral, social and cultural developments to inspire the pupil's to become imaginative, creative learners who understand and respect each other.
- Support pupil's physical development and responsibility for their own health, and enable them to be active.

Core Values

Our core value of LOVE underpins the curriculum at St James' by giving the children every opportunity to flourish as educated citizens. Within our curriculum we want to give every child the opportunity to let their light shine in everything that they do. During topics and themed events, our curriculum allows the children to show and have an understanding on how to value each other. The E stands for enriching education as we want to give every child opportunities and experiences so they leave us to become successful, ambitious global citizens.

Roles and responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the SLT on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject leaders will be given non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subjects, at both national and local levels. Each subject leader reviews their subject intent by reviewing curriculum plans for their subject, ensures full coverage of the National curriculum, learning intentions are clear and progression of knowledge and vocabulary is planned both vertical and horizontal across the whole school curriculum. They review the way the subject is being implemented in the school by carrying out various monitoring tasks and plan for improvements.

The role of the subject leader can be summarised as:

- provide a strategic lead and direction for the 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.

Class Teachers have the final responsibility to produce the class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate and are required to ensure all provision promotes a broad and balanced curriculum.

Organisation and planning

The curriculum lead has produced a yearly curriculum overview which takes a topic based approach to learning for Science and the foundation subjects as well as keeping the core subjects of reading, writing and math's embedded within the curriculum as separate overviews. PSHE and RE have overviews relating to their subjects, which are born through the Jigsaw and Discovery RE schemes of work. The foundation overview shows which topics are covered in which year group and in which term the learning will take place. Some of the topics are taken from the Cornerstones scheme and others have been planned by ourselves to make sure that our children have access to an engaging, inspiring, balanced curriculum, which will support their understanding of the themselves and the wider world.

The curriculum lead, along with subject leaders, have planned the topics so that the children have the opportunity to experience the full range of National Curriculum subjects. Our curriculum intent allows coverage of all of the National Curriculum requirements as well as making sure that vertical links have been identified so that prior knowledge is being built upon and the new knowledge being taught has a role within the next stages of each child's learning journey through our school. Our curriculum has been designed so that horizontal links have been put in place through each year group so that knowledge and skills can be revisited to allow the pupils to remember more.

Each subject leader has their own subject intent which highlights the expectations for their subject, so that it can be implemented in the classroom. The curriculum and subject leader produces the long term planning, which clearly shows the knowledge and skills they want pupils to learn at each stage, and by the end of their time at the school. Throughout all of our subject areas reading is encouraged to engage the learner and promote a love a reading.

Our medium term plans are written to make sure that the coverage of the subjects of the foundation subjects are in place. These topic overviews will include purpose questions, learning intentions, activities and key vocabulary, which will be required to deliver a sequence of lessons.

Our short term plans are those that our teachers write on a weekly basis. We use these to set out the learning intentions for each session and to identify which activities staff will use in the lesson.

Inclusion

Our curriculum at St James Primary School is designed to provide access and opportunity to all the children who attend our school. The teachers set high expectations for every pupil. They plan challenges for the pupils whose attainment is above the expected standard and they plan activities which support the learning of pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to plan for these groups and set targets when needed. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has special educational needs or disability, the school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice (2015). If a child displays signs of having a particular learning or physical need, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we may involve the

appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.

Monitoring and review

Monitoring and evaluation tasks will be taken in partnership with the Head teacher, Deputy Head teachers and the curriculum lead (AHT). These tasks will link into the monitoring programme, School Improvement Plan, as well as the performance management of the teaching staff. Leaders will report their findings through reports and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject leaders will work alongside the curriculum leader to monitor and evaluate the planning and standards achieved by the pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny's and pupil voice. They will provide written feedback where necessary to celebrate strength and identify aspects for improvement.

Links to other policies

- Teaching and learning policy
- SEND and Inclusion policy
- Teacher standards
- Vision Statement
- Assessment policy
- Subject specific policies e.g. PHSE/RE