

St Cuthbert's Catholic Primary School
School Curriculum Policy Statement



School Mission Statement

Our school is a friendly and safe place for us to learn and play.
We are a Catholic school and respect others' beliefs and views.
We work closely as a family community to make our school
exciting and fun for everyone.

As a Catholic school community we will:

- Place Religious Education at the core of our school curriculum in order to develop the children's spirituality and understanding of the Gospel values.
- Continue to raise education achievement and attainment to enhance greater opportunities for the pupils within our care.
- Value all individuals and communities from all backgrounds.
- Promote a positive attitudes to learning and behaviour
- Acknowledge specific individual needs and meet them as far as possible within available resources
- Provide wide and varied educational experiences, which are based on the Foundation Stage Curriculum and National Curriculum.

In the formation of our whole school curriculum we will:

1. establish entitlement
2. establish standards

To Establish an Entitlement

All children have equal access to the whole curriculum – Foundation Stage, Key Stage 1 and 2

When planning the curriculum we will ensure that:

- the five outcomes of the Every Child Matters initiative are equally provided for all children
- it celebrates the Gospel values and in doing so identifies us as a Catholic School
- it recognises the values of linguistic, religious, cultural and ethnic diversity to present a positive image of our school community
- provision is made for the needs of our mainstream children
- recognises and plans for the needs of all children including those with special needs, English as an additional language and gifted and talented children.
- use available resources effectively to meet the individual needs of all children.
- actively discourage and challenge the use of prejudicial, verbal and physical abuse.

In particular all children will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the national curriculum and Early Years Framework.
- be shown respect as learners and individuals
- have planned opportunities to develop their literacy and numeracy skills

- have opportunity to develop and understanding of the significance of ICT and how it will affect their lives.
- experience a planned programme of personal, social and health education and citizenship
- experience a planned programme of social, moral and cultural development following the Way, the Truth and the Life programme of work.
- receive accurate and helpful feedback from teachers on how well they are doing at school, the ways of improving their work.
- record and track each child's progress based on data gathered from formative and summative assessments.
- provide all pupil's with their curriculum achievements through discussion and written reports in a way that is valuable for the children, their families and their receiving schools.
- work in a learning environment that is safe, secure, exciting, stimulating and clean.
- Participate in a variety of activities that enrich the curriculum for example forest schools, music wider opportunities programme, residential experiences, performances, sports and arts.

In addition, children with English as an additional language (EAL) are entitled to:

- an assessment of their needs to ensure specific planning by class teachers and additional support staff.

In addition, children with special educational need (SEN) are entitled to:

- an assessment of their needs including using pre-national curriculum assessment scales (P scales) to measure progress where these are appropriate.
- development of the curriculum to meet their differing needs.
- individual education plans to support their progress
- additional support with lessons were possible
- additional meetings with parents/professional to set targets review progress and generally work together.

In addition, in the Foundation Stage children are entitled to:

- access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well equipped.
- a curriculum based on the Early Years Foundation Stage revised framework leading to achievement of the Foundation Profile.

In addition, in Key Stage 1 and 2 pupils are entitled to:

- a curriculum to be supported through use of a range of schemes of work.
- a phonics initiative which supports the acquisition of reading skills and development of writing
- homework, which is planned and linked to the classroom curriculum
- opportunities to play a musical instrument and compose music
- opportunities for 'outdoor and adventurous activities'.
- biennial residential trip for Years 5 and 6.
- opportunities to take part in a performance e.g. class assemblies, concerts
- extra curricular activities such as multi skills, homework, gardening, and film club.
- spiritual guidance that is embedded in the school ethos.

To establish standards:

- we maintain systems for monitoring pupil's progress to enable us to estimate and predict annual progress (for example baseline assessments, QCA annual test) with this information we set targets to challenge and improve pupil's attainment.
- we formatively mark half termly writing assessments to support levelling of pupil's work
- NFER reading and SWIST spelling tests are administered annually in the autumn term to monitor pupil progress in those aspects of literacy.
- In KS2 peer assessment/self assessment is used to evaluate formative marking of work
- within the context of performance management, we:
 - regularly sample pupils' work and ensure we agree pupils' levels of attainment
 - evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy.
 - ensure we develop our professional expertise in order to improve pupils' attainment.

In conclusion we:

- we value parents as the first and most important educators, this is evident in our on going Parent Partnership initiative.
- we have an open door policy and regularly share information
- special meetings are arranged at particular times e.g. Open evening at the beginning of the new academic year
- parents have a voice in school improvement with its Parent Council
- both parish and school work together to provide overall support for the Catholic and locality of the school community.
- we have an established Home School Agreement
- Home school records 'Fishy Books' supports parent partnerships

September 2012

To be reviewed every 3 years or when curriculum guidance changes