

Curriculum Policy

St Patrick's Catholic Voluntary Academy



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Our Curriculum Vision:

At St Patrick’s Catholic Voluntary Academy, we want our school to be a happy and healthy place to learn and our children to know and understand that they are loved by God.

We aim for our curriculum to be inclusive with a strong message that every child is unique. Our aim is for each child to see themselves in the curriculum, whilst making their learning a personal, distinctive journey.

We promote the needs of all our learners, challenging them encouraging and supporting them to problem solve, enquire, interpret and communicate their ideas.

We want our children be able to be enthusiastic learners, who retain and transfer their learning, with broad knowledge and skills for life.

We also want our children to be fluent and knowledgeable readers, as we believe that reading and rich vocabulary are the gateway to all learning.

We want our children to be equipped with cultural capital to make them versatile citizens able to achieve and contribute positively within and beyond our school community.

1. Curriculum aims

At St. Patrick's Catholic Voluntary Academy, we aim to offer a broad and balanced curriculum which enables all our pupils, no matter what their starting point to:

- › Enjoy learning
- › Feel successful in their learning, promoting high self-esteem.
- › Become creative, independent learners.
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- › Make learning more meaningful by putting it into context.
- › Be given time to learn new skills and have time to practise those skills.
- › Encourage our pupils to challenge themselves and engage in deeper learning.
- › Develop pupil's critical thinking skills
- › Explore and support pupils' spiritual, moral, social, cultural, physical and mental development
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Promote a positive attitude towards learning, considering and setting their own targets
- › Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Develop pupils' independent learning skills and resilience, to become lifelong learners who are equipped them for the next step in their education to reach their full potential.
- › Help our children understand and value the importance of truth, fairness, right and wrong.
- › To nurture positive relationships, promoting working co-operatively with one another.
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Help pupils to understand the uniqueness of Britain's cultural heritage and our British values.
- › Promote the learning and development of our youngest children in Foundation Stage and ensure they are ready for the demands of the Key Stage 1 curriculum.
- › Promote the learning and development of our oldest children and ensure that they are ready for the demands of Key Stage 3 curriculum.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

The following 'Other staff' will ensure that the school curriculum is implemented in accordance with this policy.

The Curriculum Lead (also SENCO) will work closely with the headteacher, Early Years Lead (Ms. Boardman), Key Stage 1 Lead (Mr. Fidler) and Key Stage 2 Lead (Mrs. Phillips).

Subject leads will also ensure that their subject is implemented in accordance with the subject policy and the whole school intention to provide a broad and balanced curriculum for all children, where all children achieve no matter where their starting point. All teachers are teachers of children with special educational needs and quality first, adaptive teaching lies at the centre of the broad and balanced curriculum for all.

4. Organisation and planning

Our curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum which we meet and exceed, but also the range of extra-curricular activities, trips and visitors which the school organises in order to enrich the experiences of our children.

It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible for all children. We offer our children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

We are fortunate at St. Patrick's Catholic Voluntary Academy to have a spacious, well equipped learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

We have a Foundation Stage 1 (Nursery) setting, as well as a Foundation Stage 2 (Reception Class), through to Year 6. We have various split classes, however learning opportunities are carefully planned to ensure that all children receive a similar and comparable learning experience during their time with us at St Patrick's Catholic Voluntary Academy.

Our Curriculum has an odd year and an even year cycle e.g. begins in September 2023 or begins in September 2024. The curriculum has been carefully planned to be sequenced and coherent, building on the small steps of learning, to enable the children to know more, remember more and do more, as they are able to make the links in their learning which we carefully create.

Our 'Long Term Curriculum Plans' show the intended over view of learning year by year or class by class and are shared on the School Website. We have clear intent, implementation and impact statement for each area of the curriculum and have carefully considered the opportunities for meaningful assessment. This enables extra curriculum enhancement activities, for example trips, visitors and workshops to be arranged to complement and enhance our learning, as well as to ensure that the learning experience is fully resourced.

Each area of the curriculum has a 'Content and Concept Organiser' which breaks down the learning into topics which we will cover, the content or objectives and the intended end points once learning has taken place. These form the basis for our detailed medium-term plans which subject leaders plan with Class Teachers to ensure the small steps of learning are clearly sequenced and enabling meaningful connections to be made.

Our Curriculum, including our Early Years Curriculum is available to view on our School Website, which contains the most up to date version of our documents <https://www.st-patricks.sheffield.sch.uk/curriculum-1/>.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- › School visits and learning walks
- › Discussion with Parents and Staff
- › Pupil Voice captured through discussion, school council and golden table activities and so on.
- › Termly Senior Leadership presentations with the opportunity to ask questions.

All schools continue with:

The Curriculum Lead, with the Subject Leaders monitor the way their subject is taught throughout the school by:

- › Planning scrutinies
- › Learning walks
- › Lesson observations
- › Book looks
- › Pupil voice
- › Staff voice
- › Where relevant and appropriate Teacher assessment using end point assessment statements.
- › Phonics Screening Check results (Y1)
- › End of Key Stage 1 Assessment levels, Reading; Writing; Grammar, Punctuation and Spelling and Maths
- › Year 4 Multiplication check results.
- › End of Key Stage 2 Assessment levels, Reading; Writing; Grammar, Punctuation and Spelling and Maths

The Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed, in conjunction with the Headteacher), Business Manager and Curriculum lead.

This policy will be reviewed every year by the Headteacher and Curriculum Lead. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Marking and Assessment policy

- › SEN policy
- › SEN information report
- › Equality information and objectives
- › Pupil Premium report
- › RHE Policy
- › PSHE Policy
- › Reading Policy
- › Writing Policy
- › Maths Policy
- › Science Policy
- › Computing Policy
- › Art and Design Policy
- › Design and Technology Policy
- › History Policy
- › Geography Policy
- › Modern Foreign Language Policy