

# St Thomas CE (VC) Primary School



## Curriculum Policy

<b>Policy Reviewed on:</b>	<b>January 2020</b>
<b>Policy approved by Governing Body on:</b>	
<b>Policy to be reviewed on:</b>	<b>January 2021</b>

## **INTRODUCTION**

At St Thomas CE VC Primary, we believe that the curriculum is a powerful tool that promotes a love of learning, a willingness to explore and a time to have fun. We are proud to use both the unique makeup of the school and the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it with our strong Christian Values, our promotion of British values, and every part of it supports our children being healthy, safe and happy. We are committed to developing the whole child. Our children have the opportunity to explore their own interests, be creative, to be physically active both inside and out and to be academically challenged.

We are continually reviewing and improving the very special curriculum we offer to our children. The curriculum at St Thomas is evolving according to the needs and interests of our children and community, and to the aspirations of the staff, the church and the wider context.

## **VALUES**

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of other cultures. Our school itself is extremely diverse, both culturally and religiously, so we have a great starting point! We value the spiritual and moral growth of each person; what better place to do it than within an actively Christian School? Intellectual and physical growth is equally important for us.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community, and thereby co-operation and understanding of the global community. We also use our community to enrich our curriculum.

We value the rights enjoyed by each person in our community. We respect each child in our school for who they are, and we treat each other with fairness and honesty. We aim for everyone to be successful and we provide equal opportunities throughout, to enable this.

We value our environment; we have beautiful school grounds, so through our curriculum our children learn to respect our world, and how we should care for it now and for future generations.

We value parents and work in partnership with them to support and enrich the curriculum. Parents are informed about the curriculum through our website, our noticeboards outside, through homework activities and curriculum workshops. All parents are positively encouraged to become involved.

British Values are intrinsic to our curriculum; they are included in half term plans but are also promoted on a daily basis in our hidden curriculum.

## **AIMS AND OBJECTIVES**

- \*to promote the Christian values and teaching of our school
- \*to enable all children to understand they are all successful learners
- \*to teach children the skills and attributes to achieve
- \*to encourage children to develop their own personal interests
- \*to promote a positive attitude towards learning so our children enjoy coming to school and develop a solid base for lifelong learning
- \*to teach our children the core skills of English, maths and computing, across the curriculum
- \*to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- \*to enable children understand how to be safe, happy and healthy, both within the Safeguarding and PREVENT agenda.
- \*to enable children to understand Britain's cultural heritage and acknowledge British values
- \*to develop in children an awareness of their own spiritual development and understand right from wrong.
- \*to encourage children to be active and take responsibility for their own health
- \*to teach children about rights and responsibilities so they can make a positive contribution to society
- \*to give our children an enjoyable, hands on, WOW learning experience which will encourage them to ask questions and develop their own thinking.

## **ORGANISATION AND PLANNING**

We plan our curriculum in four phases. We have a **long term plan** for each Key stage, however each plan builds on the learning and experiences of the previous.

For English and Maths throughout school we use the National Curriculum, and reinforce English and maths skills across the curriculum.

Our **medium term plans** give a clear rationale for each topic, suggests teaching strategies, includes lifelong learning skills and questions what we can explore together. A clear link to National Curriculum objectives is included. Each MTP begins with questions to engage and interest the children. The topics are based on what our

children and community have told us they want to learn about. Topics are very cross curricular and there is planned progression in each curriculum area.

Our **short term plans** are those which our teachers write on a weekly basis. They show consideration of different groups of children, equal opportunities and teaching strategies.

In EYFS we use a continuous curriculum approach throughout the day, with the learning planned carefully so there is relevance, coherence and full coverage of the Early Learning Goals. Our school fully supports the principle that young children learn through play and by engaging in well planned, structured activities. Teaching in Reception builds on the experiences of children in their pre-school learning, and we do all we can to build positive relationships with other pre-school providers in the area.

### **CHILDREN WITH SPECIAL NEEDS**

The curriculum in our school is designed to provide access and opportunity for all children at St Thomas. If a child has a special need, our school does all it can to meet their individual needs in the curriculum. We comply with the requirements set out in the SEN Code of Practice. We provide additional resources and support to match the need of any child.

### **KEY SKILLS**

The following skills have been deemed 'key skills' in the revised National Curriculum

\*Communication

\*Application of Number

\*Information Technology

\*Working with others

\*Improving own learning and performance

\*Problem solving

We strive to develop these skills across the curriculum.

### **EXTRA-CURRICULAR ACTIVITIES AND ENRICHMENT**

We are committed to developing the whole child and are very fortunate in the range and quality of extra-curricular activities we can offer; netball, football, drawing, lego, sewing, knitting, basketball, tennis, gardening, computers, choir...and even climbing mountains!

Additionally there numerous opportunities for enrichment; we go many educational visits, we have visitors into school, we camp in the school grounds, we have themed dress up days, our older children go on residential. Our story hub, outdoor classroom, orchard and garden enrich and provide meaningful, exciting learning opportunities also.

### **THE ROLE OF THE SUBJECT LEADER**

Each curriculum subject has a leader whose role is to

- \*provide a strategic lead and direction for the subject
- \*support and offer advice to colleagues on issues related to their subject
- \*monitor pupil progress in that subject area
- \*provide effective resource management for the subject
- \*keep up to date with developments in their subject at both local and national level
- \*review the way the subject is taught in school and plan for improvement

### **MONITORING AND REVIEW**

Our governing boards 'Standards and Effectiveness' is responsible for monitoring the way our school curriculum is implemented.

The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the curriculum through planning, classroom observation, liaising with coordinators and the Leadership Team.

Subject leaders monitor the way their subject is taught throughout school. They examine long term and medium term plans and advise on appropriate teaching strategies. Subject leaders have responsibility for monitoring standards and ensuring teachers have the skills and resources they need.