

## **Holy Souls Catholic Primary School Overall Curriculum Policy Statement**

### **Vision**

A caring environment for children to gain confidence and develop independence.

### **Mission**

The governors and teachers at our school aim to create a secure and caring environment in which children can experience success. The value of personal, social and moral development is taught within a broad and balanced curriculum.

### **Aims**

- To provide stimulating activities and tasks,
- To set targets within each year group,
- To develop high expectation of individuals' performance,
- To demonstrate a caring, respectful attitude towards each other within the community,
- To encourage the tolerance of opinions and beliefs.

### **Guidelines**

#### **Curriculum development**

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the revised National Curriculum and the changing needs of the school. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work, the latter forms a two-year rotational topic. We have developed a framework plan for each year group. This gives a brief indication of what is taught within each curriculum area and makes cross-curricular links to the rotational topics. We have developed Curriculum Maps and Schemes of Work based on year group planning, for each area of the curriculum.

#### **Curriculum Objectives**

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
  - To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
  - English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
  - To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks
  - To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.
  - To develop mathematical skills and apply them to practical solutions through problem solving and investigations.
  - Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
  - To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday
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life. The opportunities we give for question raising in science enable children to use and understand scientific concepts and vocabulary.

- We give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, RE)
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children` should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.

### **Curriculum Organisation**

Oracy, Literacy and Numeracy are skills that run through the whole of the curriculum. In addition a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. All other subjects are organised within one or two years in blocked units that are linked to a topic where appropriate. Personal and Social Education is taught in specific sessions and through R.E.

### **Curriculum Planning**

There are three main areas of the School:

Early Years Foundation Stage (Reception), Key Stage One and Key Stage Two.

However curriculum planning happens within each year group.

#### **Planning.**

##### **Medium term planning**

Subject co-ordinators plan termly or half termly to identify learning objectives that link to the National Curriculum and the schools Curriculum Framework. They organise Schemes of Work to indicate: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. Year groups plan detailed classroom activities and assessment strategies.

##### **Short term planning**

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis. Although this is a shared year group task individual teachers may organise other activities to support learning outcomes of the children in their class.

### **Teaching Approaches**

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents.

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## **Access and Entitlement**

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

## **Progression**

The links we foster between each class in the school and between this school and the next include

- Liaison with Secondary Schools.
- Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years policy statement and within the schools Curriculum Framework and Map.

## **Staff Roles and Responsibilities**

Staff have responsibility to a curriculum area to implement policy, monitor development and assist in the planning of the curriculum. Year group coordinators have weekly meetings to consider such matters as consistency and continuity in terms of content, assessment and record keeping. This is achieved by:

- Joint planning and moderation of children's work. In addition to this further monitoring is conducted through focused classroom visits by the head teacher and coordinators and some year group meetings
  - Termly meetings of whole staff to share a particular success and ensure consistency and continuity across year groups and key stages.
  - Governors are regularly invited to meet with year group leaders and curriculum leaders in order to make 'Curriculum Committee' evaluations of our impacts.
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## **Holy Souls Catholic Primary School procedure for dealing with complaints about the School's Curriculum**

### **RATIONALE**

The governors and teachers at our school aim to create a secure and caring environment in which children can experience success. The value of personal, social and moral development is taught within a broad and balanced curriculum.

### **CONTEXT**

All Local Authorities have to set up procedures for handling complaints about the actions of governing bodies and LAs on the curriculum. Parents may use the complaints procedure if they believe that either the LA or the Governing Body is failing:

- To provide the national curriculum in the school for a particular child;
- To follow the law on charging for school activities;
- To offer only approved qualifications and syllabuses;
- To provide RE and daily collective worship;
- To provide information that they have to provide;
- To carry out any other statutory duty relating to the curriculum;
- To act reasonably in any of the above cases

### **COMPLAINTS AGAINST THE GOVERNING BODY**

Complaints against the Governing Body will be considered within the framework of the formal procedure that is already in place to deal with complaints against the school and to any community facilities or services that the school provides. This framework allows for complaints to be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Complaints against the Governing Body must be made in writing and will be acknowledged as soon as they are received. Once received it is likely that the complaint will be delegated to either a named governor (e.g. the Chair of the Governing Body) or to a complaints panel previously convened by the full Governing Body. The complaint will be investigated as soon as practicable in timescales agreed by all parties.

The complainant shall receive full written feedback of the Governing Body's/Named Governor/ Complaints Panel's consideration of their complaint and the decision to either uphold the complaint in full or in part or, dismiss the complaint in full or in part. Changes may also be recommended to the schools systems or procedures to ensure that problems of a similar nature do not occur in the future.

### **COMPLAINTS TO OR AGAINST THE LOCAL AUTHORITY (LA)**

If on receiving the Governing Body's decision the complainant is still not satisfied, they can refer their complaint to the Local Authority. However the remit of the LA is to review the procedures followed and satisfy itself that the complaint has been dealt with appropriately rather than to make a judgement on the decision made by the governing Body.

Complaints that are just about the LA's powers or functions only need to be considered by the LA.

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