

# St Joseph's Catholic Primary School



## Our Mission Statement



We grow together in God's Love as we Pray, Learn and Play

*"Dyn ni'n tyfu gyda'n gilydd mewn cariad Duw wrth i ni weddio, dysgu a chwarae"*

## Curriculum Policy

### Article 28:

*You have the right not to a good quality education*

This Policy was approved by the Governing Body on	October 2020	The first policy was drawn up and ratified by the Governing Body	Signed: 
This policy is due to be reviewed by the Governing Body	October 2023	This Policy was reviewed by the Governing Body and ratified	Signed: 
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# **St Joseph's Primary School**

## **Policy Statement on the Curriculum**



### **Mission Statement**

**“We grow together in God’s love as we  
pray, learn and play.”**

***Dyn ni'n tyfu gyda'n gilydd mewn cariad duw wrth I ni weddïo, dysgu a chwarae.***

We are inspired by the Spirit of Christ, and strive to build on our strengths and seek ways in which we can enrich every child's experiences and achievements through our positive and caring ethos, rooted in Gospel Values. We endeavour to:

- provide the best and most memorable learning experiences
- to help the children we serve achieve their potential and aspire to ever greater heights:
- to give them skills to build on and expand their knowledge and understanding to become ethical citizens of a rapidly changing world;
- to prepare them for life in Wales, Britain and the global society beyond:
- to inspire a lifelong love of learning;
- to foster in them imagination, independence, confidence and resilience to deal with life in a positive, healthy and productive way:
- to help them grow and learn together in their love of God.

### **UN Convention on the Rights of Children**

At St Joseph's Primary School we put the United Nations Convention on the Rights of the Child (UNCRC) at the heart of our school's planning, policies, practice and ethos. We are a rights respecting school and teach about children's rights and also model rights and respect in all its relationships: between teachers / adults and pupils.

The UNCRC underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

- listen to others and respect their ideas
- learn our rights, respect the rights of others and to inform others of children's rights

### **Inclusion**

St Joseph's Primary School is an inclusive school that aims to meet the needs of all pupils including those with ALN. All children have access to a broad, balanced, stimulating and relevant curriculum whatever their ability or need whilst being encouraged to take responsibility for their own learning, striving to be the best they can. Multi-sensory learning and teaching approaches are used to engage and stimulate all children as learners and ensure their needs are met.

St Joseph's Primary School works in line with the Special Educational Needs Code of Practice 2002. We deliver a person-centred package of support in line with the Additional Learning Needs and Educational Tribunal (ALNET) Act (2018). Developing skills, practice and processes in readiness for the implementation of Welsh Government legislation and guidance.

## Curriculum, Learning and Experiences

At St Joseph's Primary we recognize:

'there is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world.'  
(Successful Futures: 2015)

**All Areas of Learning and Experience (AoLE) are underpinned by rich learning experiences which include opportunities to develop numeracy, literacy and digital competency skills.**

**All subjects encompassed within AoLE are assessed and monitored through the school's planning and assessment tool, and through listening to learners.**

The principles underpinning every AoLE in St Joseph's Primary ensures that the curriculum is:-

- **authentic:** rooted in Welsh values and culture and aligned with four purposes **evidence-based:** drawing on the best of existing practice within Wales and from elsewhere, and on sound research
- **responsive:** relevant to the needs of today (individual, local and national) but also equipping all young people with the knowledge, skills and character for future challenges as lifelong learners
- **inclusive:** easily understood by all, encompassing an entitlement to high-quality education for every child and young person and taking account of their views in the context of the United Nations Convention on the Rights of the Child (UNCRC), and those of parents, carers and wider society
- **ambitious:** promoting high expectations and setting no limits on achievement and challenge for each individual child and young person
- **empowering:** developing capabilities which will allow young people to engage confidently with the challenges of their future lives
- **unified:** enabling continuity and flow with components which combine and build progressively
- **engaging:** encouraging enjoyment from learning and satisfaction in mastering challenging subject matter
- **based on subsidiarity:** commanding the confidence of all, while encouraging appropriate ownership and decision making by those closest to the teaching and learning process
- **manageable:** recognising the implications for and supported by appropriate assessment and accountability arrangements.

Teachers apply the pedagogical principles identified in the new curriculum for Wales when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes. (further details found in the Teaching and Learning Policy)

Teachers and pupils use the "four core purposes" of the curriculum. These will ensure that our pupils will be:-

1. **ambitious, capable learners who:** – set themselves high standards and seek and enjoy challenge – are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts – are questioning and enjoy solving problems – can communicate effectively in different forms and settings, using both Welsh and English – can explain the ideas and concepts they are learning about – can use number effectively in different contexts – understand how to interpret data and apply mathematical concepts – use digital technologies creatively to communicate, find and analyse information – undertake research and evaluate critically what they find and are ready to learn throughout their lives
2. **enterprising, creative contributors who:** – connect and apply their knowledge and skills to create ideas and products – think creatively to reframe and solve problems – identify and grasp opportunities – take measured risks – lead and play different roles in teams effectively and

responsibly – express ideas and emotions through different media – give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

3. **ethical, informed citizens who:** – find, evaluate and use evidence in forming views – engage with contemporary issues based upon their knowledge and values – understand and exercise their human and democratic responsibilities and rights – understand and consider the impact of their actions when making choices and acting – are knowledgeable about their culture, community, society and the world, now and in the past – respect the needs and rights of others, as a member of a diverse society – show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world
4. **healthy, confident individuals who:** – have secure values and are establishing their spiritual and ethical beliefs – are building their mental and emotional well-being by developing confidence, resilience and empathy – apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives – know how to find the information and support to keep safe and well – take part in physical activity – take measured decisions about lifestyle and manage risk – have the confidence to participate in performance – form positive relationships based upon trust and mutual respect – face and overcome challenge – have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

At St Joseph's we envisage these core purposes overlapping and developing through rich learning experiences and opportunities.

### **Rationale**

The curriculum is the interaction between the teacher and the learner. It is everything that a pupil learns and experiences as they progress through the school. The curriculum transmits attitudes and values, in addition to knowledge, skills and understanding. High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

### **Purposes**

- to ensure pupils access their statutory entitlement to the curriculum
- to provide a basic curriculum which includes, Religious Education, Personal and Social Education, Enabling Pathways, Expressive Arts, Health and Well-being, Humanities, Language, Literacy and Communication, Maths and Numeracy, Science and Technology as set out in the Curriculum for Wales
- to provide a play based curriculum in the Early Years
- to provide a daily act of collective worship (which is wholly Christian in nature)
- to develop positive attitudes and behaviour, including self-control
- to develop high self-esteem and confidence
- to encourage pupils to think for themselves and become independent and self-responsible
- to motivate pupils and encourage them to learn to question; and respond to challenge
- to develop respect for self and others
- to acquire knowledge, skills and understanding
- to build on previous experience through reflection
- to use the outcomes of assessment in order to move forward
- to develop creativity, imagination, spontaneity and initiative
- to communicate effectively and express themselves clearly, using the key skills
- to work co-operatively and collaboratively where appropriate
- to learn to select and use method and resources, and to be discriminating
- to be motivated to work independently
- to promote the intellectual, spiritual, moral, cultural, mental and physical development of all pupils
- to promote partnership between the child, the parent, the teacher and the community

## **Broad Guidelines**

### **The curriculum at St Joseph's Primary School:**

- is rooted in the Gospel values
- based on the vision, aims, values, mission and ethos of the school
- is broad and balanced and is careful to ensure enough depth of study
- introduces pupils to a wide range of experiences, knowledge skills and understanding
- promotes pupils' spiritual, moral, cultural, mental and physical development prepares pupils for the opportunities, responsibilities and experiences for adult life
- is planned, taking into consideration - long, medium and short term goals which are based on:
  - the Statutory Frameworks for Literacy and Numeracy, DCF and PSE in schools
  - The "Come and See" Catholic Religious Education Scheme of Work
  - WMS for all areas of learning (AOLEs)-enabling pupils to develop their thinking, mathematical, communication, ICT, creative and personal and social skills.

### **The Curriculum at St Joseph's Primary School**

- Meets the required elements as set out in the national framework, starting with the four purposes
- encourages the development of ICT skills across the curriculum
- values the development of key skills
- incorporate the cross-cutting themes of RSE, Human Rights, Diversity, Careers and Work-related Experiences, study at local, national and international levels
- ensures that the all planning is linked to the WMS of the new curriculum
- is differentiated to meet the needs of all pupils including ALN and More Able and Talented pupils
- includes opportunities for assessment and builds in continuity and progression in future planning, following evaluations of pupil outcomes
- is assessed through Welsh Government tests, school standardised assessments which take place annually from year 1 – 6 and teacher assessments linked to on-going levelling of pupil work, in addition to non-statutory assessments where appropriate
- includes the use of the school environment to develop academic, personal and social skills
- incorporates pupil voice into its planning. Pupils play an active role in the decision making of the school through pupil participation groups (see Pupil Participation Policy)
- incorporates the new literacy and mathematics curriculum (that includes the National Literacy and Numeracy Framework)
- incorporates the elements of the DCF across all AoLEs
- uses the published materials from the Numicon Scheme, Complete Maths and Abacus to support the teaching of mathematics
- uses the published Literacy schemes - Jolly Phonics, and Oxford Reading Tree to support development of reading
- ensures the quality and progress of all pupils' learning by a tracking system – Taith 360 - and information which draws from lesson plan evaluations, schemes of work, targets set by teachers and subject leaders. Teachers meet at least termly with the headteacher to conduct pupil progress reviews where targets and attainment is discussed and interventions put in place as necessary
- has sufficient resources to enable pupils to access their entitlement and also to provide value for money
- reflects equal opportunities and race equality for all pupils

- is evaluated and reviewed by the relevant AOLE leads and the Senior Management Team
- is monitored evaluated and reviewed by the Governing Body through regular discussion and reports from the AOLE leads and the head-teacher
- is reported to parents through induction events, regular parents' evenings, curriculum evenings and the school website
- is further enhanced by providing opportunities for staff development in teaching skills; curriculum knowledge, skills and understanding; and classroom organisation and practice
- is further enhanced with additional opportunities for the development of art, sports and music with tuition provided by sports coaches and specialist music teachers.
- Staff work collaboratively with other schools and CSC to develop the curriculum through SIG projects, combined INSET days and feeder school transition meetings

### **Monitoring**

Monitoring of the curriculum – coverage, planning and standards of teaching and learning, is conducted by the Headteacher, Senior Management Team and AOLE leaders. (See Monitoring Policy)

### **Review**

The Curriculum is reviewed annually by the Senior Leadership Team or sooner as necessary.

### **Conclusion**

This policy should be read in conjunction with the New curriculum for Wales and Statutory Requirements, ALNET, Sex and Relationships Education Policy, the Religious Education Scheme of Work, the Teaching and Learning Policy, the SIP.

The curriculum in Wales is changing, St Joseph's Primary is keeping abreast of new developments through regular CPD and training. The 12 pedagogical principles and core purposes are already embedded.