



Our Lady Catholic Primary School

Design and Timetable of the Curriculum Policy



The Diocese of Westminster Academy Trust
A Catholic Academy

2022-2023

November 2022

Our Lady School Curriculum is designed with three aims:

- to develop character that is in keeping with the values of our mission statement
- to foster a lifelong love of learning
- to enable every child to fulfil their potential

We aim for every children to be a confident, resilient, happy and independent learner who contributes positively to the world around them. Our engaging and empowering curriculum prepares children for today and tomorrow. We seek to provide all pupils with the capital they will need to be successful at every stage of learning and in their future.

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.

Curriculum organisation

RE

We follow the guidance of the Catholic Religious Education Curriculum Directory. We use unit plans from Margaret Carswell.

Early Years Foundation Stage

The school follows the *Early Years Foundation Stage* curriculum, which is based on active, creative, indoor and outdoor learning. Children play in, and explore, the world around them and develop critical thinking skills.

CORE SUBJECTS in KS1 and KS2

We follow the statutory National Curriculum, and teachers refer to its detailed guidance when planning and teaching.

English

We follow the 2014 Primary National Curriculum alongside the Herts for learning planning guidance. We also plan for discrete handwriting, spelling and grammar sessions during the week. Reception and Year One have core texts they read regularly and Year 2 to 6 have half termly novels. These help use to foster a love of reading for pleasure.

Mathematics

We follow the 2014 Primary National Curriculum alongside the Hertfordshire Essential Maths programme, using a wide range of resources and manipulatives to support learning.

Science

We follow the 2014 Primary National Curriculum and a wide range of resources, including the Snap Science scheme of work, and ensure that dedicated time is devoted to developing scientific enquiry skills.

FOUNDATION SUBJECTS in KS1 and KS2

Art

The Art curriculum ensures that children have access to a wide range of creative experiences and media. Children have the opportunity to develop skills progressively throughout the school, including appreciation of a range of artists. In KS2 children will learn how to create sketch books to record their observations.

Computing

Computing skills are taught in a discrete session each week. A further session in the Computer suite is timetabled for ICT work across other subjects. Children also make full use of IWBs and iPads when in class. We follow the *Hertfordshire Scheme of Work*. Children are taught e-safety across all subjects.

Design Technology

Children learn about all aspects of the design process in this skills-based curriculum, and understand that products and materials have a range of properties and purposes.

Every class has an allocated session during one of their Design Technology blocks where we prepare and cook healthy food (using organic, Fair Trade products whenever possible), in our Food Technology room. Emphasis is placed on the progression of knowledge and skills.

Geography

Teaching equips children with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The Geography curriculum also places emphasis on the development of pupils' competence in specific geographical skills. There are residential trips in KS2 (for Y5 and Y6), and full use is made of learning opportunities provided by the outdoor environment.

History

This provides a chronological framework for children's developing knowledge of significant events and people and their understanding of how the past shapes the present.

Music

All classes have a weekly music lesson. The curriculum is skills-based, with themed areas of study each term. We follow the Charanga scheme. We have a music room where lessons also take place. There are also opportunities for children to have instrumental lessons led by external specialists.

PE

KS1 and KS2 classes have two lessons each week and topics are taught as blocked units of work. EYFS have an hour formal lesson and then they have many opportunities for physical development. Children have regular active times in lessons and throughout the school day. We have many after school sport clubs. There are also many opportunities for extra curricular PE activities and for specialist teaching. Years 3, 4 and 5 each have one term of swimming lessons.

PSHE

PSHE is a skills based curriculum, matched carefully to the needs of our pupils, and linked with many other subjects and the overarching ethos of our school. SRE is taught throughout the school using the 'TenTen' program.

Spanish (MFL)

Spanish is taught in KS2 two Spanish specialist teachers. These sessions introduce children to Spanish culture and enable them to develop language and writing skills.



Our Lady Catholic Primary School Curriculum

INTENT	At Our Ladys ...	We inspire all to achieve their best every day.				
	VALUES	Together at Our Lady School we are living, learning and growing through Jesus Christ and his Church.				
	VISION	Our children will be confident, resilient, happy and independent learners who contribute positively to the world around them. Our engaging and empowering curriculum prepares children for today and tomorrow.				
	ETHOS	We work together with our parents, parish and local community to build a brighter future for our children.	We care for one another, pray for one another, show respect for one another and love each other.	We give our pupils voice and build their self-esteem, helping them become confident individuals.	Our children will contribute positively to our community and to the wider world around them.	We will provide a safe, inclusive and aspirational environment for all.

IMPLEMENTATION	GREAT TEACHING	Our staff are inspirational role models who empower all children to shine.												
	GREAT LEARNING	Challenge for all with rich opportunities for mastery	Empowering children to question and develop their understanding	Knowledge based curriculum	Focussed feedback and marking through a consistent approach which empowers children to take ownership of their learning	High expectations of learning behaviours	Encourage all children take risks in their learning	Concepts embedded into long term memory to make connections	Assessment that feeds into next step learning and planning					
		Playing and exploring			Active learning			Creating and thinking critically						
	INSPIRING CONTEXT	Engagement	Curiosity	Independence	Perseverance	Challenge	Risk taking	Resilience	Passion	Stick-ability	Reflection			
		Passionate teachers and inspiring learning environments	Celebrating our faith through collective worship, award assemblies and mass	Building children's cultural capital through visitors, experiences and trips	Exploring children's interests	Empowering children through leadership opportunities	Collaboration across key stages	Incredible sporting opportunities	Extra-curricular opportunities outside of school	Supporting the wider community through charity events and fundraising				
	BREADTH AND BALANCE	Communication and Language		Personal, Social and Emotional Development		Physical Development		Literacy		Mathematics		Understanding the world	Expressive arts and design	
English		Mathematics		Religious Education		Science		Personal, Social, Health Education		Geography	History			
SAFEGUARDING	Physical Education		Music		British Values		Computing		Spanish		Art		Design and Technology	
	Therapeutic behaviour approach	Diversity education	Online safety		Love in action and Sex Education		Anti-racism		Keeping safe in school and at home		Positive relationships and anti-bullying		Wellbeing week	First aid training

IMPACT	OUTCOMES	<ul style="list-style-type: none"> Impact 1: Quality of Education • Intent • Implementation • Impact 	<ul style="list-style-type: none"> Impact 2: Behaviours and attitudes • High expectations • Positive attitudes • Resilience • Respect 	<ul style="list-style-type: none"> Impact 3: Personal development • Broad development of the child • Physical & Mental health • Positive contributions to society • British values 	<ul style="list-style-type: none"> Impact 4: Leadership and management • Clear and ambitious vision • Inclusive • Effective engagement with all stake holders • Effective governance • Safeguarding culture 	<ul style="list-style-type: none"> Impact 5: Early Years • Unique child • Positive relationships • Enabling environment • Learning & Development 				
	EVALUATION	Learning walks	Lesson observations		Pupil progress		Pupil voice		Individual support plans	
		External validation through school improvement partnerships and the trust	Parent questionnaires		Internal self-evaluation		Internal and external moderation		Pupil premium and SEN tracking termly reviews	
	Subject leader monitoring	Book looks		Mission award assembly		Charity work		Parish links		

Inclusion in our curriculum

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.

Links with other policies

- SEN policy
- Assessment policy

Curriculum progression maps

The curriculum progression maps for each subject can be found on our website. These show National Curriculum objectives and how they are taught/met in each subject area.

