

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

Holy Cross Catholic Primary School



Curriculum Policy

Approved: Spring 2023

Approved by: Holy Cross Catholic Primary School Governing Committee

Next review: Spring 2025

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

1. Mission Statement and Curriculum Aims

Mission Statement

Holy Cross is a Catholic school which seeks to build a closer partnership with parents, Parish, and the wider community. We work hard to provide an environment which is secure, stimulating and happy and where everyone is appreciated and enabled to give of their best.

We encourage all to have respect for each individual, to be honest, tolerant, just and forgiving and to develop a closer relationship with each other and through this, a closer relationship with God. We recognise Jean Baptiste Debrabant's vision that: "A Christian based education is a sure hope for the future of religion and society."

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of our youngest children and ensure they are ready for



Holy Cross Catholic Primary School



We work hard to provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally.

We ensure they are well prepared for their next stage of education and life in 21st century Britain.

We strive to support our children and families in their language and social skills development by providing a rich and varied curriculum that motivates and engages learners.

We strive to engage learners through creativity and excitement throughout all lessons.

We develop learning behaviours that enable a life long love of learning.

Our curriculum celebrates the diversity of our school community and offers a wide range of experiences to develop their understanding of the world.

Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

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.

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

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](#). 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](#).

2. Roles and responsibilities

2.1 The governing committee

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 Religious Education, English, maths and science, 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.

2.2 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 committee is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing committee 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.

2.3 Subject Leader

Subject Leaders are responsible for -

Strategic direction

- Raising the profile of their in the whole school
- Setting targets and creating and reviewing an action plan for their subject
- Inputting and consulting on subject and curriculum policy

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

- Engaging parents and encouraging them to participate in curriculum events.
- Monitoring curriculum maps to ensure sufficient curriculum coverage.
- Monitoring skills progression maps to ensure skills are developed and progressive.
- Timetabling, and ensuring that all necessary and important topics are covered throughout the school year.
- Working with the senior leadership team (SLT) to look at data, such as progress and expectations data, and making sure that progress is on track.
- Supporting and working collaboratively with staff to develop teaching and learning throughout the school.
- Reporting to governors on actions, impact, data and next steps.
- Attend and lead on CPD to support the strategic development of the school.

3. Organisation and planning

At Holy Cross Catholic Primary School, we follow curriculum maps on a one-year cycle for –

- Religious Education
- English
- Maths
- Science
- PSHE
- Computing

We run a two-year cycle on our foundation subjects for –

- History
- Geography
- Art
- DT

Our curriculum maps ensure we have a full coverage of the curriculum and throughout the school and flows a thematic approach around a topic title theme that pulls all learning together. We ensure all topics make links across the curriculum embedded within –

- Main Topic Theme
- School Value Focus
- Home Learning Link
- English text link suggestions
- Maths link
- Cultural entitlement / British Values – including possible visits / visitors.
- Cultural diversity link

Cross curricular links and links with previous learning are encouraged and high expectations are expected across the curriculum.

Planning

Children learn best when learning activities are well planned, ensuring progress in the short, medium and long term.

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

LONG TERM PLANNING

Teachers plan from long term curriculum maps which run a 2-year cycle within phase groups. To support long term planning, teachers must use:

- Curriculum maps
- Subject skills progressions (linked to the National Curriculum)
- Subject curriculum maps
- Come and See (RE Schemes of Work)
- Powermaths must be followed for long term planning. Each unit plan must be used as a guide when planning daily lessons through the weekly planning template.

Teachers must think carefully about the learning journey and ensure they plan out a sequence of lessons that develop a range of skills through a range of learning experiences that motivate and engage learners. Where possible, teachers must involve children in their long-term planning through building in pre assessment opportunities that are designed to identify –

- What children already know
- What they have already learnt in school that they can make links to
- What they would like to find out
- How they would like to find it out

Classroom displays demonstrate the learning journey and identify the steps in learning throughout the unit of work.

SHORT TERM PLANNING

Teachers use long term planning to form their weekly planning (see appendix A). This planning includes –

- Learning Objectives
- Success criteria
- Details on the whole class session, including teaching strategies used
- Details on the group work
- Plenary and key questions
- Vocabulary
- Development of key skills

Weekly is on display on the teachers notice board from a Monday morning.

Whole School Resources that are used throughout the school include –
English

- Read Write Inc Phonics
- Power of Reading / Literacy Shed
- VIPERS

Maths

- Powermaths
- White Rose Maths
- NCETM Spines

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

Other Curriculum Areas

- Twinkl

Computing

- Purple Mash

PSHE

- Ten Ten

RE

- Come and See

Geography

- Oddizzi

PE

- Get Set

Art and Design and Technology

- Kapow

4. Teaching and Learning Framework at Holy Cross Catholic Primary School –

Teachers make the learning journey as engaging and motivating as possible and we follow the following non-negotiables.

Holy Cross Catholic Primary School - Teaching and Learning Framework

Professional and personal	All staff will....
Work together effectively as a team and demonstrate consistently the positive attitudes, values and behaviour which is expected of pupils and promote a love of learning and children's intellectual curiosity	
Ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	
Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.	
Communicate effectively with parents with regard to pupils' achievements and well-being.	

Subject and Curriculum Knowledge	All staff will ...
Have expert knowledge of the subjects that they teach to enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion.	
Ensure that pupils embed key concepts in their long-term memory and apply them fluently. Ensure lessons and the curriculum is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. Ensure learners make progress within and across lessons through the effective use of scaffolding materials and challenge embedded for all learners throughout lessons.	
Ensure children are challenged and develop mastery learning which breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Teachers emphasise the importance of spoken language and verbal interaction in the classroom. Oral language approaches include: <ul style="list-style-type: none"> • targeted reading aloud and book discussion with young children. • explicitly extending pupils' spoken vocabulary. • structured questioning to develop reading comprehension; and the use of purposeful, curriculum-focused, dialogue and interaction. 	

Assessment	All staff will ...
Reflect systematically on the effectiveness of lessons and approaches to teaching.	
Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions and have a clear understanding of the	

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

abilities of pupils and how best to support them. Work with teachers to discuss and view planning to ensure identified individuals or groups of pupils are well supported and challenged throughout the lesson.
Check pupils' understanding systematically through regular feedback, identify misconceptions accurately and provide clear, direct feedback (both orally and through accurate marking) which assists in producing clear next steps for pupils and encourage pupils to respond to the feedback.
Feedback is given to the learner or teacher about the learner's performance relative to learning goals or outcomes. The feedback aims towards (and be capable of producing) improvement in students' learning. The feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal or written and it can come from a teacher or someone taking a teaching role, or from peers. Make use of formative and summative assessment to secure pupils' progress through the use relevant data to monitor progress, set targets, and plan subsequent lessons.

Environment and classroom organisation	All Staff will....
Create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study.	
Working walls reflect current learning including; clear objectives, key vocabulary, annotated models of exemplary examples or WAGOLL's, sentence stems or sentence stackers reflecting the build-up of the learning journey. Establish a safe and stimulating environment for pupils, rooted in mutual respect.	
Develop collaborative learning approaches which involve pupils working together on activities or learning tasks in groups to ensure all learners can participate on a collective task that has been clearly assigned.	

Behaviour	All staff will
Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy. Have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. Manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.	

Professional and personal	Pupils...
Pupils' learning behaviours are very positive and children are continually supported to understand and meet shared expectations.	
Pupils are able to access and use a variety of learning resources; understanding how they learn best through a variety of approaches.	
There is a clear partnership approaches between parents, children and teachers focussed on learning and achievement.	

Subject and Curriculum Knowledge	Pupils...
Children are clear about what they 'know, do and understand'.	
Children can articulate their learning explaining the concepts. Children are enthusiastic about talking and listening.	
Children show that they can make links and apply their learning in different contexts.	
Children can articulate how their learning links to previous learning; making links between topics and concepts. Children respond effectively to feedback and know what is needed to make improvements.	
Children are clear on what skills are needed to be a 'historian', 'geographer', etc. and can articulate their knowledge and understanding in different subjects.	
Children are hungry and open for feedback and can self and peer assess. Children understand learning as a process	

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

and the metacognition (learning powers/key skills/Blooms) needed before they can move on.
Children value talk and actively ask questions. Role play and drama is active in the early years and beyond.

Assessment	Pupils...
Pupils say they are challenged within lessons and can articulate this.	
Pupils complete pre assessment tasks to inform teaching and refer to success criteria within lessons to evaluate and self / peer assess their own learning.	
Pupils respond to open ended questions; immediate intervention takes place to address misunderstanding. Pupils are aware of their next steps and how to address these.	
Pupils have regular opportunities to reflect on their learning throughout the lesson.	
Pupils demonstrate strategies for evaluating and self-assessing their learning.	

Environment and Classroom Organisation	Pupils...
Pupils access high quality and appropriate resources independently. Pupils use resources to progress their learning whilst maintaining an independent approach.	
Pupils constructively work with peers and adults and use the environment to support the development of learning.	
Pupils contribute collaboratively with peers, partners, small groups and in whole class learning.	
Peer feedback is regular and a valued process of learning.	

Behaviour	Pupils...
Pupils are expected to be independent in their learning and have ownership of it.	
Pupils have self-discipline and recognise the value of this personally, socially and academically.	
Rewards and praise are used consistently to recognise the learning process and to enhance pupils' well-being and positivity towards learning together.	
Pupils have ownership of and are part of establishing approaches to learning behaviours.	

5. THE EARLY YEARS FRAMEWORK

The New EYFS Framework became statutory in September 2021

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.

The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

(Taken from the EYFS Framework)

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

The new curriculum has 7 Educational Programs. These along with the ELG are the statutory guidance that we follow. We also follow the non-statutory Development Matters.

The Educational Programs are the 7 areas of learning.

These are split into Prime Areas and Specific Area.

The prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional

The specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child-initiated activities. In each area there are Early Learning Goals that define the expectations for most children to reach by the end of the Foundation Stage.

The EYFS Framework also covers the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Playing and Exploring

Core Values: *Respect, Honesty, Tolerance, Justice, Forgiveness*

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

‘Children’s play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children’s development.’ EYFS 2008

Through play, our children explore and develop learning experiences which help them make sense of the world. They practice and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears and re-live anxious experiences in controlled and safe situations.

Active Learning

‘Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.’ EYFS 2008

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. This provides children with a sense of satisfaction as they take ownership of their learning.

Creativity and Thinking Critically

‘When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.’ EYFS 2008

Children should be given opportunities to be creative through all areas of learning, not just through arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources freely and are allowed to move them around in the classroom to extend their learning.

6. 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)

Mission Statement Motto: *Building relationships with God and each other, we work hard in faith and hope to give our best in everything*

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

Monitoring of the standards of children's work in each subject is the responsibility of the Subject Leader, in conjunction with the SLT.

The role of the Subject Leader also involves supporting colleagues in the teaching of the subject, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader is responsible for monitoring of standards within the subject and the quality of teaching and learning and reporting on these to SLT and governors. The Subject Leader is responsible for collecting in teacher assessment judgements at identified points within the year, in line with the assessment cycle. S/he must manage and budget for resources and impact of displays across the school.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Teaching and and Feedback Learning Policy
- SEN and Inclusion Policy
- Equality information and objectives