

Bury Catholic Preparatory School

Mission Statement

Each child in this school family is as important to us as they are to God.

Aim

We aim to educate all our children in a secure and loving environment, working together to ensure that we provide the positive experiences of success that give confidence and motivation for future learning.

Every Child Matters

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Social and economic well-being

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of all children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their true potential.

Inclusion

We recognise that all our children have the entitlement to be included in all aspects of school life. In order to ensure our children are valued as individuals and able to benefit from the opportunities on offer. When planning the curriculum we:-

- Adapt activities to take account of learning styles
- Plan carefully to include a variety of teaching approaches and setting of additional targets
- Assess the language used
- Communicate with other members of staff and parents
- Develop cross-curricular links
- Allow time for reflection and role-play
- Thoroughly evaluate and monitor

Rationale

Our school curriculum is underpinned by the values stated in our Mission Statement and school aim. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- 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 all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our school community. We organise our curriculum so that we promote cooperation and understanding between all members of this community.
- We value the rights enjoyed by each person in our society. We respect each child in this school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims of our School Curriculum:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquiring the confidence and motivation for future learning
- To teach children the basic skills of literacy, numeracy and information technology
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage
- To enable children to be positive citizens in society
- To fulfil the requirements of the Salford Diocesan scheme for Religious Education.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- As a staff we lead by example in the way in which we work with and relate to our children and their parents and other members of staff

Guidelines

The curriculum is planned in three stages; a long term plan for each Key Stage lays out what topics are to be taught each term, and to which groups of children. These are reviewed annually.

Medium term planning gives clear guidance on the objectives and teaching and learning strategies to be used. National Literacy and Numeracy strategies are used alongside QCA guidance.

Short term plans are produced on a weekly basis and detail learning objectives, resources and activities.

Teachers plan to meet the needs of all children by ensuring that learning is focused on individual needs and abilities. Outcomes from assessment for learning enable teachers to set targets which also take into account skills, abilities and potential.

Our school does all it can to meet the needs of individual children with special need and we comply with the requirements set out in the SEN Code of Practice. Children displaying signs of having special needs are assessed and in most instances the class teacher, supported by the SENCO, is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.. If a child's need is more severe, we involve the appropriate external agencies to support and offer guidance. Parents are informed and involved at every step and we offer guidance and support. The best interests and needs of the child remain paramount and whilst we will do everything possible to offer support and guidance, the school does have limited funds and may not, in some instances, be able to meet these needs. Children on the special needs register are provided with an IEP and this outlines how the school aims to address identified need, sets out targets for improvement and reviews and monitors each child at regular intervals.

The school has developed a model of intervention for children experiencing difficulties in literacy and numeracy based on three waves:

- The effective inclusion of all children in a high quality literacy and numeracy lesson
- Small group intervention including booster classes. F.L.S, E.L.S and Springboard
- Specific targeted intervention for children identified as requiring SEN support.

Target setting is instigated by the teacher but children are involved at every stage to ensure that they have an understanding, ownership and responsibility for the methods to improve their learning. Assessment and marking reflect these targets and child friendly vocabulary is used.

The Foundation Stage curriculum is taught in the Nursery and Reception classes and focuses on the Early Learning Goals. We fully support the principle that young children learn through purposeful and productive play, and by engaging in well-planned structured

activities. Early Years Profiles are used to records the skills acquired, the levels attained and to inform planning for each child.

We are well aware that all children need the support of parents and teachers to make coming to school an enjoyable and rewarding experience and ensure that good progress is made. We strive to build positive links and open dialogue with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Parents are invited into school twice a year for formal feedback sessions, they are invited to Welcome Evenings when their children joins us in the Foundation Stage and just before transition to Year 1. The school sends home written reports twice a year and operates an open door policy that encourages and welcomes parents to be actively involved with their child's learning and helps to create a climate of confidence and confidentiality where problems or concerns can be discussed and resolved quickly. Parents are given a half-termly target letter which provides information on the teaching and learning taking place and offers suggestions for how they can support this. This also details individual targets in mental maths and writing.

All subject areas contribute to a child's progress in the key skills of:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

Roles and responsibilities

Subject coordinators:

- 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
- Provide efficient resource management for their subject

The school gives subject coordinators as much non-contact time as is possible so that they can carry out the necessary duties involved with their role. It is the role of the subject coordinator to keep up to date with the developments in their subject. They review the way the subject is taught in the school and plan for improvement. Each coordinator ensures that there is full coverage and that progression is planned into the schemes of work. The subject coordinator keeps a portfolio of children's work, which she uses to show achievement and expectation of achievement.

The Head teacher is responsible for monitoring the way the school curriculum is implemented and in feeding back to the school's Governing Body. There are named Governors for literacy, numeracy, ICT and Special Educational Needs.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher monitors lesson planning for all teachers, ensuring that all classes are taught the full requirements of the national curriculum, that all lessons have appropriate learning objectives and that work is assessed effectively.

Conclusion

We offer our children a broad and balanced curriculum that promotes their spiritual, moral, cultural, emotional and physical development, and prepares them for the opportunities and experiences to come.

September 2010