



St Francis Catholic Primary School

Curriculum Policy

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis unless circumstances require policy update in the interim.

Approved by:

Date: 19th November 2024

Reviewed on:

Reviewed on:

Reviewed on:

Reviewed on:

School Mission Statement

‘I am a sign of God’s love’

At St Francis we love, learn and grow in the footsteps of Jesus and are active signs of God’s love through praying, respecting and serving others.

INTRODUCTION

We believe that children learn best when they are motivated, happy and interested in what they are doing. We are committed to a high standard of teaching and learning and to the raising of overall standards. In line with our Mission Statement and our Values and Virtues, we ensure that all children’s talents and gifts will be nurtured.

AIMS

We aim to develop our children’s skills, extend their knowledge, and enable them to become proactive and enthusiastic learners. In order to do this we provide:

- A broad and balanced curriculum
- A creative curriculum which takes children’s different strengths into account
- Access to all aspects of the curriculum irrespective of children’s different levels of ability
- Opportunities to develop as individuals, as members of society and as future adults in the community
- Awareness of British Fundamental Values and Gospel Values

Our school will:

- Cater for the needs of individual children of both sexes, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children’s acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally so that they may become independent, responsible, useful, thoughtful, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child’s education has continuity and progression
- Ensure that there is a match between the child and the tasks they are asked to perform
- Recognise the crucial role which parents play in their children’s education and make every effort to encourage parental involvement in the educational process

Our children will:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team
- Be developing the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values which link to the Gospel Values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school, environment and themselves
- Be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way in line with our British Values
- Be developing non-sexist, non-homophobic and non-racist attitudes

ORGANISATION AND PLANNING

At St. Francis, we are following 'Building the Kingdom'. This curriculum provides children with the opportunity to become advocates for social justice, fighters for sustainability, seekers of equality and leaders. Each class from EYFS to Year Six, have a 'big question' which guides their learning for each half term.

History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features (at different scales) are shaped, interconnected and change over time. Design & Technology activities enable children to use their creative and imaginative abilities throughout the whole school day as they strive to solve problems and make sense of their world. Through Art & Design, children are encouraged to work with confidence, to make original, personal and imaginative responses to problems and communicate their ideas through two and three dimensions.

Teachers use their English long term and medium term plans to develop links with topics in order to encourage pupils to transfer their skills and write with a clear purpose. Each text links to the 'big question', which is then explored through both Curriculum and English lessons.

Teachers use the National Curriculum objectives to ensure appropriate pitch and progression takes place. Cross-curricular links are made to encourage pupils to use and apply skills and to encourage greater exploration of ideas and questions.

BROAD CURRICULUM OPPORTUNITIES

In order to ensure the curriculum is brought to life and 'hooks' children into their learning, each 'big question' allows for opportunities to explore and engage in learning outside of the classroom. This includes

benefits such as: external visits, internal visitors, engagement with external providers and opportunities for collaborative learning across key stages.

ASSESSMENT

Summative assessment will be completed at the end of each half term. The class teacher will complete a knowledge and skills tracker that will show which objectives have been completed and which will need to be developed further within the teaching and learning of each class during the next term. Formative assessment by the teacher alongside self-assessment by the pupil (KS1 and KS2) will be ongoing throughout the half term and will inform the overall knowledge and skills tracker assessment.

MONITORING

SMT and SLT are responsible for monitoring the impact of curriculum through planning trawls, book trawls and pupil, parents and teacher feedback.