



# St Mary's Catholic Primary School

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## **Aims and objectives**

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within St Mary's.

## **1. Key roles and responsibilities**

- 1.1. The Academy Committee has overall responsibility for the implementation of the Curriculum Policy of St.Mary's.
- 1.2. The Academy Committee has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Academy Committee has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Academy Committee is responsible for publishing National Curriculum test and teacher assessment results.
- 1.5. The Principal will be responsible for the day-to-day implementation and management of the Curriculum Policy of St. Mary's and ensuring that the school's Child Protection and Safeguarding policies are implemented.
- 1.6. The Key-stage Co-ordinators are responsible for providing a strategic lead and direction for the school curriculum, in liaison with the class teachers and the Principal, in line with the Department for Education's statutory guidance.
- 1.7. The Key-stage Co-ordinators are responsible for providing efficient resource management and timetabling of subjects.
- 1.8. The Key-stage Co-ordinators are responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
- 1.9. Class teachers are responsible for teaching the agreed curriculum and liaising with the Senior Leadership Team to review areas of the curriculum.

## 2. Floor standards

At St.Mary's, we strive to achieve results above the Department for Education's floor targets. The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet.

A school will be above the floor if:

- at least 65% of pupils meet the expected standard in English reading, English writing and mathematics
- the school achieves sufficient progress scores in all three subjects.

To be above the floor, the school needs to meet either the attainment or all of the progress element. The attainment element is a combined measure. This means an individual pupil needs to meet the 'expected standard' in English reading, English writing and mathematics, in order to be counted towards the attainment element.

To meet the progress element a school needs to have sufficient progress scores in English reading, and English writing, and mathematics.

## 3. Key skills

3.1. We believe the following skills are key within pupil development, and we promote these through our creative curriculum:

- Communication.
- Application.
- Information Technology.
- Working with others.
- Improving own learning and performance.
- Problem solving.

## 4. Organisation and planning

4.1. Our curriculum is planned and developed in line with the requirements of the National Curriculum and the Early Years Foundation Curriculum. Our curriculum is based on several broad areas of learning:

- Personal, social and emotional development.
- Communication, language and literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to ensure

our pupils develop the skills they need to develop into good citizens who can solve problems and challenges, work well with others and keep themselves and those around them safe.

Long-term planning for each key stage takes place every year and the next full review of our long term strategy is due to take place in July 2017.

Medium-term planning gives clear guidance on the skills that we are developing within each topic. Regular reviews take place termly.

## **5. Learning pledges**

5.1. The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, we make the following learning pledges to ensure that every child is developed to their full potential:

- Every pupil will be educated at least to the minimum standard set by the Department for Education.
- Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught how to keep themselves and those around them safe.
- Every child will be challenged beyond their current level of ability in order that they may achieve their potential.

## **6. Assessment and reporting**

We consider accurate and focussed assessment to be the cornerstone of high quality teaching.

### **6.1. Assessing progress in the Foundation Stage**

- 6.1.1. During the Early Years Foundation Stage, our teachers begin to record the skills of their pupils and assess progress.
- 6.1.2. Progress is reported to parents at regular intervals.

### **6.2. Assessing progress at Key Stage 1 and 2**

- 6.2.1. A pupil's progress throughout the subjects of English and Mathematics are assessed by teachers throughout each year.
- 6.2.2. Pupils' work is formally moderated via the National Curriculum tests, and reporting to parents takes place during the summer term of each school year.
- 6.2.3. Pupil progress meetings are held termly between class teachers and members of the school's leadership team.

- 6.2.4. Pupils in Years 3, 4 and 5 also undertake the optional tests to allow teachers to further monitor progress and the school monitors progress against national standards. At St. Mary's the schemes used are 'Rising Stars' and 'Scholastic'.

## **7. The role of the Key Stage Co-ordinators:**

- 7.1. The role of the Key Stage Co-ordinators in relation to the curriculum is to:
- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
  - Support and offer advice to colleagues on issues related to their subject.
  - Monitor pupil progress.
  - Provide efficient resource management.

## **8. Curriculum monitoring and review**

- 8.1. Evaluation is essential for the planning and development of the curriculum. The Academy Committee is responsible for monitoring the way the school curriculum is implemented.
- 8.2. The governors liaise with the Key-stage Co-ordinators, and monitor the way the school teaches subjects.

