



**St. Luke's Catholic Primary School**

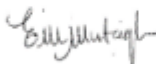
**Curriculum Policy 2023-24**

<b>Academic Year</b>	<b>Designated Senior Person</b>	<b>Deputy Designated Senior Person</b>	<b>Nominated Governor</b>	<b>Chair of Governors</b>
2020/21	Marie Grealis		Tina Bainbridge	Pauline Stitt
2021/22	Marie Grealis		Pauline Stitt	Pauline Stitt
2022/23	Eileen Murtagh	Carly Foulds	Miriam Powell	Pauline Stitt
2023/24	Eileen Murtagh	N Jevons	Miriam Powell	Pauline Stitt

**Policy Review Dates**

<b>Review Date</b>	<b>Changes made</b>	<b>By whom</b>	<b>Date shared with Staff /Governors</b>
November 2020	New policy created	Marie Grealis	November 2020
September 2021	General review	Marie Grealis	
June 2022	General review	Marie Grealis	June 2022
September 2022	Updates	Eileen Murtagh Carly Foulds	September 2022
September 2023	Dates and personnel	Eileen Murtagh N Jevons	September 2023

Signed:  Chair of Governors

Signed:  Headteacher

Date: September 2023

## Mission Statement

As God's family we learn, love and laugh.  
Together: Love one another, forgive one another  
Work together, play together,  
Worship together, be happy together.

### **Curriculum Statement of Intent**

Our vision at St. Luke's Catholic Primary School is to provide a happy, secure environment with Christ at the centre of all we do, enabling all children to fulfil their potential in academic, social, spiritual, moral, emotional and creative ways and so prepare them for life's journey.

#### **Our intent at St. Luke's Catholic Primary School is to:**

- Stretch minds and hearts through a rich curriculum, which is rooted in Gospel Values within a strong, Catholic community;
- Create a love of learning where inquisitive minds are encouraged, nurtured and valued;
- Ensure the children are at the centre of all that we do, providing rich and varied learning opportunities, through a broad and balanced curriculum.
- Provide opportunities to enhance learning beyond the classroom
- Embed a growth mind-set throughout the school whereby children can become independent, critical thinkers, problem solvers and passionate learners with a determination to succeed and
- Build upon prior learning to develop a deeper knowledge and understanding,
- Inspire children to be confident communicators through exposure to new and challenging vocabulary, providing opportunities to present, discuss, and question;
- Foster an understanding of the local and global community, to develop knowledge of how we can positively impact the world in which we live;

The curriculum is all of the planned activities that we organise and it is based on a programme of key skills designed to enable progression and continuity throughout the curriculum.

This broad and balanced curriculum provides opportunities for the development of curricular links to ensure that pupils' learning has even greater coherence. The key skills are developed across all of the foundation subjects (Art, Design & Technology, Music, History, Geography, RSE, French, Computing, school, Physical Education) ensuring that all the programmes of study are taught.

Within St. Luke's Catholic Primary School, English, Maths, Science, Religious Education, PSHCE and Science and foundation subjects are taught as discrete subjects. Within these discrete subjects, however, opportunities are taken whenever possible to develop appropriate links that benefit learning and incorporate the key skills.

This explicit focus and clearly identified progressive skills, allows teachers to provide opportunities for each child to reach their potential. In doing so, children are encouraged to develop interest through a creative, focussed environment that will engage enquiring minds. Through the development of learning skills and habits, children's knowledge will be enhanced across a range of subjects and contexts.

## **Aims and Objectives**

Our curriculum enables us to create:

- a curriculum distinctive to St. Luke's Catholic Primary School that meets the needs of our children;
- a curriculum based on progressive key skills that enhances statutory content;
- opportunities to raise standards in key skills and develop creative approaches to learning whilst raising standards;
- tracking procedures to assess children's achievement across the curriculum;
- opportunities to raise standards in non-core subjects.

## **Teaching and Learning**

### **Early Years Foundation Stage**

The curriculum that we teach in the Reception class meets the requirements set out in the revised National Curriculum, Development Matters, at Foundation Stage. Our curriculum planning focusses on the Early Years Development criteria and developing children's skills and experiences. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the reception class builds upon the experiences of the children from their pre-school learning.

### **Key Stage 1 and Key Stage 2**

We plan our curriculum in Year Groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website Progressive Long Term Plans are established for each National Curriculum subject area through consultation with staff, Subject Leads, SLT and the Curriculum Leads. Medium Term schemes of work ensure that clear progression is shown throughout and across year groups. Key skills provide the objectives and success criteria for class teachers' short term planning and assessment opportunities.

## **Monitoring and Evaluation**

We will monitor teaching and learning in our school to make sure that all of our pupils make the best possible progress from their starting points. School leaders will monitor and evaluate the impact of teaching on pupils' learning through:

- Learning walks
- Reviews of marking and feedback
- Pupil progress meetings
- Pupil voice
- Planning evaluations
- Book scrutinies
- Governor review days

### **Assessment and Recording**

Pupils receive ongoing feedback from the class teacher; this can be verbally or written in pupils' books, in line with our marking policy. This feedback provides our pupils with the understanding of what they are doing well and what they need to do next to improve their work or progress their learning.

These judgements are then used as a basis to reflect on each lesson and tailor the next lesson to the individual needs of each child. Core subjects use the online assessment tool, Balance, to record summative professional judgements.

### **Special Educational Needs and Inclusion**

Children with Special Educational Needs have equal access to our curriculum. All children matter and are given every opportunity to achieve their maximum potential. We achieve this by planning a curriculum that will meet the needs of each child with Special Educational Needs. This includes children who are more able, children with disabilities, children from all social and cultural backgrounds and different ethnic groups.

We meet the needs of all children by:

- providing resources that reflect diversity and are free from discrimination and stereotyping;
- using a range of teaching strategies based on their individual needs;
- use Quality First Teaching strategies;
- ensuring access to every activity is safe;
- using Teaching Assistants to provide 1:1 or small group support to targeted individuals.

More information about this can be found in the Special Educational Needs and Inclusion policies.

### **Reporting to Parents**

Parents are informed about their child's progress and attainment across all areas of the curriculum at our twice-yearly Parents' Evenings. An end of year report is written informing parents of progress and attainment throughout the academic year.

### **Health and Safety**

Teachers ensure that all materials are appropriate for the age group and follow specific subject risk assessments. When planned activities require additional health and safety consideration, school and LA risk assessment procedures are adhered to.

### **Role of the Governing Body**

The Curriculum Committee, in liaison with the SLT, take a proactive role in developing the school curriculum holistically, drawing on relevant documents and reports from the school and on evidence of the impact of changes on the engagement, motivation and learning of the pupils.