



OUR SCHOOL MOTTO IS:

Growing in Faith and Knowledge

# Curriculum Policy

Co-ordinator: Mr D Hood  
Updated: September 2021



## St. Joseph's Preparatory School CURRICULUM POLICY (Staff are notified of regular ISI updates)

The Governing Body of St Joseph's Preparatory School understands its regulatory responsibilities and will maintain an effective oversight of this policy, by evaluating its effectiveness, and reviewing and implementing change.

**This policy has the School's Mission Statement and Aims at its heart.**

### **Rationale**

We believe it is vital for the school to have a Curriculum Policy so that activities can be designed which further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The Curriculum Policy recognises that all subjects contribute to the development of the pupils at St. Joseph's Preparatory School in the basic skills of Speaking, Listening, Literacy and Numeracy. The management of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote public, and particularly parents' and carers', understanding of the curriculum

The Curriculum Policy:

- sets the school curriculum at the centre of the school's Strategic Management Plan;
- sets the school curriculum at the centre of the School Development Plan
- secures equality of access and opportunity for each pupil
- informs the development and use of staff, equipment and other resources.

### **Aim**

To manage the curriculum effectively in accordance with the vision and aims of the school in order to meet the needs and aspirations of its pupils.

### **Objectives**

1. To maintain a written policy for the effective management of the curriculum.
2. To allocate responsibilities for curriculum management clearly and appropriately.
3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets statutory requirements.
4. To meet the requirements of the Religious Education curriculum for the Arch Diocese of Birmingham
5. To group pupils according to a clear and appropriate rationale, which promotes the school's vision and aims and to ensure that every pupil has the opportunity to learn and make progress.
6. To express the curriculum in the form of policies, schemes of work and lesson plans, which take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
7. To enrich the curriculum with a programme of extra-curricular activities.
8. To resource the curriculum appropriately.
9. To improve curriculum provision continuously through a process of review.
10. To monitor and review on a regular basis the policy and procedures for curriculum

management.

11. To ensure that the curriculum does not undermine the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and effectively prepares pupils for the opportunities, responsibilities and experiences of life in British Society.
12. EYFS-to ensure that a programme is in place for those children who are below compulsory school age which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

**Objective 1. To maintain a written policy for the effective management of the curriculum.**

The School Curriculum Statement sets out the school's curricular aims and principles and the manner by which statutory requirements are met.

**Objective 2. To allocate responsibilities for curriculum management clearly and appropriately.**

The Governing Body is responsible for approving the School's Curriculum Statement, (which is in accordance with section 8 of the Education Act 1996) and Policies for each curriculum area, after they have been formulated by teachers. The Headteacher is responsible for ensuring that long-term, medium-term, weekly and daily planning provide for pupils to engage in a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work.

After consultation with other members of staff, subject leaders are responsible for writing Schemes of Work (long term plans), and providing guidance to other teachers in drawing up lesson plans.

Individual teachers are responsible for drawing up and carrying out medium term plans and individual lesson plans, based upon those Schemes of Work, outlining objectives, learning opportunities (including use of ICT where appropriate), and methods of assessment.

The Headteacher and subject leaders are responsible for monitoring the quality of teaching and learning in each area of the curriculum.

Subject Leaders take responsibility for the following subjects:

- Religious Education and Multicultural Education
- English (Literacy, Speaking and Listening)
- Mathematics (Numeracy)
- Science
- Art and Design
- Design Technology
- Humanities
- Computing
- Music
- P.E.
- Personal, Social, and Health Education (including Citizenship)
- Early Years Foundation Stage
- Individual Education (including Gifted and Talented)
- Modern Foreign Languages

To develop staff confidence and competence in teaching each subject, the subject leader will attend appropriate staff development activities, identify with the Headteacher whole-school training needs as a result of the Monitoring and Evaluation programme and performance

management to be put in place (see School Development Plan); arrange for appropriate advice and information from Staff Development activities and other sources to be disseminated, and where appropriate to be included in improvement planning and turned into practice; arrange, where appropriate, school-based training.

**Other areas of responsibility are assigned for: -**

- Assessment
- Staff Development
- First Aid
- Health and Safety
- Library
- Safeguarding/Child protection

A list of assigned responsibilities see Appendix A

**Objective 3. To maintain an effective school curriculum informed by the school's curricular aims, ethos and principles, which meets statutory requirements.**

The school is committed to provide a broad and balanced curriculum for all children which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life.
- and meets the needs of those children who have a Statement for Special Educational Needs and those with an EHC plan.
- encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010Act(a)
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- precludes the promotion of partisan political views in the teaching of any subject in school
- ensures that political issues are brought to the pupil's attention and that a balanced presentation of opposing views is offered.

The curriculum for Key Stages 1 & 2 gives pupils experience in linguistics, mathematics, science, technology, human, social, physical, aesthetic and creative education as specified in the Programmes of Study, together with Religious Education and PSHCE. PSHCE is addressed through timetables sessions (SEAL is the main resource used and including Circle Time). As part of the PSHCE Curriculum St. Joseph's Preparatory School has adopted a PSHCE Week which takes place during the Spring Term. The school acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way, and takes these components as its starting point when designing and timetabling its curriculum – a curriculum which reflects the school's values, aims and aspirations and which is right for its children and the community it serves. The challenge is to customise this basic entitlement to learning, and, in the context of Government policies and initiatives, create its own distinctive and unique curriculum to reflect its aims and priorities.

**Objective 4. Grouping Policy**

**A) Class Placement Policy**

There are 6 age years plus Nursery and Reception.

Children are taken into the Nursery after their 3<sup>rd</sup> birthday or in the term which incorporates their 3<sup>rd</sup> birthday. Children move from Nursery Class to Reception at Easter in September following their 4<sup>th</sup> birthday (rising 5).

Class sizes are to a maximum of:

Nursery	~	24
Reception, PP1 and PP2	~	20

**B) Grouping within Classes**

All classes are mixed ability groupings. Teachers use their professionalism to group children as necessary in lessons.

Pupils with LDD and EAL are given one-to-one support in the classroom and in some cases in all areas of school life, EHC's are written in conjunction with parents, staff and Individual Needs Co-ordinator. Targets are set and regularly reviewed. In some cases, support is given by focusing on subject specific language and high frequency words to ensure quick access to the curriculum. The advice and expertise of external agencies is sought and used as appropriate.

**Objective 5. Policies, Schemes of Work and Lesson Plans**

Policies are developed following a framework, agreed by staff and approved by governors. Schemes of Work are drawn up by the subject leaders after consultation with staff, and show the means by which Programmes of Study are followed in the school.

Lesson Plans are drawn up by individual teachers. These should meet statutory requirements and the aims, objectives and principles of the School Curriculum Policy for all lessons, and should be derived from the Schemes of Work.

Schemes of Work are reviewed regularly and developed in the light of experience and the needs of the school at any given time.

**Objective 6. To enrich the Curriculum with a Programme of Extra-Curricular Activities  
Lunchtime and After School Clubs and Activities**

Such activities are arranged to extend activities already undertaken as part of the Curriculum or to introduce further leisure or sporting activities for the benefit of all pupils - or of pupils of appropriate ages within limits of safety and manageable numbers.

The following activities are arranged whenever possible, at appropriate times: gardening, nature, chess, computers, recorders, football, netball, tennis, rugby, cricket, rounders, cycle training, cookery, art, examination, choir, craft and music.

All voluntary helpers directly involved with children will require a DBS check under the School's Safeguarding Policy.

**Other Activities**

Music lessons are arranged with the School's Peripatetic Music Teachers. These lessons usually take place during the school day, including lesson times, and are undertaken on the understanding that children may miss other lessons as a result of their parents' choice to arrange lessons.

Speech and drama lessons are arranged with the School's Peripatetic Speech and Drama Teacher. These lessons usually take place during the school day, including lesson times, and are undertaken on the understanding that children may miss other lessons as a result of their parents' choice to arrange lessons.

The cost of both sets of arrangements above are met by the parents whose children are involved.

**Objective 7: Preparation for Life in British Society**

As part of all that the school does we aim to develop in every young person the values, skills and behaviours required for life in a British Society. All children will receive a rich provision of classroom and extra-curricular activities which develop a range of character attributes, such as resilience and grit, which underpins success in education and future life.

**Objective 8. To resource the curriculum appropriately**

As part of their monitoring and evaluation activities, subject leaders will review the resources available in school and according to yearly budget plan as resource appropriate.

**Objective 9. To improve curriculum provision continuously through a process of review**

The Headteacher and Governing Body in consultation with staff agree the School Development Plan and the priorities for curriculum improvement.

Issues arising from ISI, where applicable, will also become priorities for curriculum improvement. Other priorities for improvement will be introduced from time to time, such as the 'PSHCE' and the 'Healthy School' initiatives.

Aspects of the four core areas of English, Mathematics, Science and Computing will be reviewed in each financial year, and aspects of all other subject areas reviewed as needs are identified, but no later than three years from the last review.

**Objective 10. To monitor and review on a regular basis the policy and procedures for curriculum management**

This policy and procedures for curriculum management will be reviewed each year.

## Appendix A

## Co-ordinator Areas of Responsibility

Mr D Hood BA (Joint Hons) PGCE	Headteacher /Safeguarding /Eco Co-ordinator / Health & Safety / Science, ICT & E-Safety, Latin
Mrs A Parrish BA, PGCE	Literacy /French
Mr J Salt BA, PGCE	Numeracy, Humanities
Miss. J Biggs BSc PGCE	Assessment For Learning
MRs S. Dale BA, PGCE	SEND Co-Ordinator and PSHCE
Mrs R Watkins BA PGCE	Religious Education &SLT
Miss J Brown BEd (Hons in Primary Education)	EYFS Manager
Mrs A Taylor BTEC Dip NN, ADCE, BA (Hons)	Deputy EYFS Manager
Mr D Ferris BA (Joint Hons) AILAM (Part Time)	PE and Games Co-ordinator, Italian & EVC
Miss E Gerrard NVQ level 3 (Childcare in Education)	Joe Club Supervisor, First Aid Co-ordinator & International Schools
Miss V Kent NVQ level 2 & BTEC in Childcare in Education	Edmund Rice Co-ordinator/ Level 3 Supporting Teaching & Learning / HLTA level 4
Mr G Venables (Part Time Caretaker)	Health & Safety
Mrs Rhead (Volunteer –one afternoon weekly)	Library