



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL ALDERSHOT A VOLUNTARY ACADEMY IN THE DIOCESE OF PORTSMOUTH POLICY FOR THE CURRICULUM (September 2019 - 2021)

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St Joseph's strong Catholic ethos.

Teaching and Learning at St Joseph's

Structure and the belief that all children can achieve is key to all learning at St Joseph's. In all subjects, **recalling pre-knowledge and skills** is fundamental to our rationale for all curriculum areas. This means that essential linked knowledge/ skills are **revised** and links made with children's current learning in all subjects. Key concepts/ end points for each topic are highlighted and **over-learning** of these areas occurs through **repetition, modelling and scaffolding of learning**. Through our subject-specific Schemes of Work, we make sure that learning for all is progressive and sequential. In addition, reading and vocabulary are emphasised in all subjects. Thus, key concepts become embedded in the **long-term memory**.

VISION STATEMENT

As a Catholic family we welcome all and value Christ in everyone, whilst seeking the highest possible achievements.

The School's Vision and Mission Statements underpin all aspects of our planning, our chosen pedagogy and our delivery. We believe that all have the ability to achieve to their best and our curriculum and varied choice of pedagogy enables all children to do this.

CURRICULUM INTENT

The school aims to provide for the spiritual welfare, academic progress, physical development, aesthetic awareness and pastoral care of every child, within a secure, stable and stimulating atmosphere conducive to effective learning that reflects St. Joseph's strong Catholic ethos.

With a commitment to a broad and balanced curriculum, we therefore seek:

- To recognise and encourage talent of all kinds and degrees, and to endeavour to stretch intellectual, creative and physical capacity of all our children/pupils.
- To enable all our children/pupils to develop into confident and mature adults, to increase their understanding of the environment, **acquire the basic skills necessary to provide the widest**

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possible choices to improve their life chances for their future particularly in relation to reading. This manifests its self with a strong focus in EYFS on reading, handwriting and early number.

- To learn to adapt to the demands of the changing world where communication and the use of computing are a pre-requisite and good citizenship is essential.
- To recognise that knowledge is not isolated information, it is to be built upon **previous knowledge and has clear end points in each year group**. Our curriculum is progressive and regularly reviewed to adapt to the changing needs of our children/pupils.
- To make sure that all children have **access to the curriculum and that the curriculum (through subject specific Schemes of Work, setting and PSPs) is adapted**, where necessary so that all can learn and progress.
- To **review and adapt our school curriculum regularly to our school's context**, therefore currently focussing particularly on social skills, health and well-being, reading and mathematical development in the younger years.
- To celebrate learning in **a variety of forms and subject areas**, making sure that children are able to learn the breadth of Curriculum subjects in all year groups.
- To appropriately support the curriculum with high quality opportunities for children/pupils to undertake **memorable learning opportunities** that will influence their further learning.
- To offer a range of high quality **learning opportunities beyond the school day** to enhance children/pupils learning experience with a focus on health and well-being.
- To provide learning opportunities where children/pupils learn how to keep themselves safe, especially when using the internet and know what to do if they find themselves in a dangerous or unsafe situation.
- With the support and co-operation of parents we stress the importance of a real partnership between school, home and parish community in a sound and evolving Christian Education.

We use a range of **pedagogical practices** throughout the curriculum to ensure that we are successful with our Intent. This can range from small group tasks, individual tasks, whole class tasks. We focus a lot on teacher modelling, expert questioning, scaffolding pupils' learning, giving children memorable experiences and over-learning to ensure that key knowledge is transferred to children's **long-term memory**.

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CURRICULUM IMPLEMENTATION

- Each curriculum area has a progressive Scheme of Work which ensures coverage and layering of knowledge overtime written by the subject leader specifically to meet the needs of the pupils at St. Joseph's
- We have subject leaders in all subjects. They have clear roles and are responsible for designing, reviewing and implementing their Scheme of Work, including sequencing learning (overseen by Phase Leaders, the Headteacher and governors)
- Subject leaders are appropriately trained and are given time and help to develop their own skills.
- Each subject has its own budget. Subject leaders are accountable for its use, focusing on improving outcomes for pupils
- At a classroom level, **key concepts are presented clearly so that they are embedded in the long term memory and over- learning is prevalent**, this is also monitored by subject leaders
- Pre- knowledge and skills are retrieved and built upon in the SOW and individual lessons
- Links between subjects are highlighted where appropriate
- Subject leaders **monitor the implementation of the subject's SOW, assessment and the progress of children's learning in every year group**. They produce a monitoring sheet termly. This is reviewed by the Headteacher and any necessary changes made
- Subject leaders ensure that teaching of their subject is of a **high quality by monitoring of the subject and training staff as needed so that all teacher have expert knowledge of each subject area they are teaching**
- Subject leaders produce **an annual review and action plan in July and this feeds directly into the School Improvement Plan** and is shared with the Director who has responsibility for their subject
- Subject leaders ensure that **appropriately designed assessment occurs in each subject**, making sure that assessments lead to future learning for children
- Reading is sequential, developing pupils' fluency and enjoyment of reading. It is promoted in all subjects
- We have **specialist teachers** in art, music, science and French and specialist teaching rooms for these subject areas, together with a designated dance studio and DT area to make sure that all curriculum areas are effectively taught to enhance children's learning
- We have a recently reviewed PSHE and RE Schemes of Work. We use the Well and Spiritual garden to help children to develop skills of reflection.
- The curriculum is **effectively enhanced with a wide range of extra-curricular activities** that reflect the needs of the pupils with clubs such as homework, cookery and mindfulness
- All curriculum subjects include memorable experiences and help to add knowledge to long-term memory
- Pupils undertake residential trips in all junior year groups reflecting pupils needs to become more independent
- Directors/Governors oversee the implementation of the curriculum; most subjects have link governors who review the work of the subject leader

CURRICULUM IMPACT

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- Our thorough tracking and assessment system enables us to check children's progress in relation to the curriculum and provided targeted interventions if needed.
- Phase leaders and Subject leaders review assessment and progress in all year groups termly through work scrutiny, review of assessments, pupil interviews, tracker analysis and lesson observations. This is reported to the Headteacher and appropriate changes made.
- Pupils achieve highly across the curriculum in English and Maths, the sciences, humanities, arts, language and physical education.
- Pupils will be ready to meet the challenges of the next part of their educational journey and do so with confidence and concentration.

The development of Catholic beliefs and moral values underpins the curriculum. We believe this improves the quality of life for the whole school community. A community where everyone will be treated with care, sympathy, understanding, tolerance, respect and equality, and all our children can be happy and confidently develop their potential.

The principles and practice of diversity and equality are integrated into the teaching and learning in all curriculum areas. Attainment and progress data are monitored and supportive action will be taken to improve any underachievement.

BACKGROUND DOCUMENTATION

This document is a statement of the aims and strategies for the provision of the Curriculum at St. Joseph's Catholic School Aldershot. It was developed by the MT through consultation with the Staff and Governors/Directors.

DATE OF APPROVAL:
Sept 2019

DATE OF REVIEW:
Sept 2021

Signed: Mrs D. McNeill
Headteacher

Dr. Campbell McCafferty CBE
Chair of Directors/Governors