

SACRED HEART
CATHOLIC VOLUNTARY ACADEMY



LIVE LEARN LOVE

CURRICULUM
POLICY

APPROVED BY
THE GOVERNING BODY
APRIL 2018 – APRIL 2020

1. SUMMARY

The curriculum is the total of all learning experiences that Sacred Heart Catholic Voluntary Academy provides for the pupils in its care. In a Catholic school, *'The curriculum in all its aspects must reflect the fact that Christ is the foundation of the whole educational enterprise'* (The Catholic School: Sacred Congregation for Catholic Education 1977). We aim to provide a broad, balanced curriculum for all pupils, at all stages of their development. Through the curriculum we aim to enable pupils to reach their full potential and develop their talents, interests and skills. We do this by teaching the full range of subject areas through the six areas of learning, and choosing the appropriate teaching methods to take account of the wide variety of pupils' learning styles. We seek to provide opportunities for development, not only through academic subjects, but through all aspects of the school day, including break and lunch times, Acts of Collective Worship and extra curricular activities.

2. AIMS OF THE CURRICULUM

All children are entitled to a curriculum that provides opportunities for them to learn and achieve. We aim to provide a curriculum that gives opportunities for them to build upon strengths, interests and experiences and develop their confidence in their ability to learn independently and work collaboratively. It is often unhelpful to distinguish the 'religious' curriculum from the 'secular' curriculum in a Catholic school. The curriculum as a whole, and every part of it, is religious, since everything ultimately relates to God. We aim to create, in children, an enjoyment of and commitment to a lifetime of learning. Education needs to be about fun as well as serious study because enjoyment leads to enhanced learning.

The Curriculum 2014 states:

- 1.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
- 1.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Our curriculum seeks to equip pupils with essential skills of literacy, numeracy and information and control technology, to promote an enquiring mind and rational thought, and to be broad and balanced in order to give them the opportunity to be creative, innovative and enterprising. We also recognise the 'spiritual dimension' in all of these aspects and aim to promote pupils' self esteem and emotional well being in order to help them to form worthwhile relationships. We aim to develop the capacity for leadership and teamwork and to equip children for life as healthy, active and responsible Global Citizens. Great importance is attached to areas of learning and experiences which will encourage spiritual, moral, social, cultural, intellectual, aesthetic and physical development.

3. THE WHOLE CURRICULUM

At Sacred Heart Catholic Voluntary Academy, Religious Education is at the centre of our whole curriculum, *'it is at the heart of the curriculum, enriching and informing all areas of learning with the light of the Gospel, teaching pupils to seek the truth which is of God, in the whole of creation, in themselves and in others'*. (RE Curriculum Directory for Catholic Schools CES 1996: 8) Religious growth and development, which must be the aim of Religious Education, are not confined simply to time-tabled Religious Education lessons. The whole of our curriculum encourages spiritual and moral development along with academic and social progress. In a Catholic school, Religious Education must be according to the rites and practices of the Catholic Church. At Sacred Heart Catholic Voluntary Academy, we follow the Diocesan approved programme 'Come and See' as our basis for teaching Religious Education. As the General Directory for Catechesis emphasises, *'Religious Education must be seen as an academic discipline with comparable demands and rigour to other disciplines'*. (General Directory for Catechesis 1997: 73)

The curriculum comprises all activities planned within school and extended through homework. At Sacred Heart Catholic Voluntary Academy we follow the EYFS Curriculum for the Foundation Stage and the new National Curriculum (2014) programmes of study through Key Stage 1 and Key Stage 2. We also offer a wide variety of extra curricular activities to further develop pupils' interests, skills and experiences.

4. THE FOUNDATION STAGE

For additional information on EYFS, please see separate policy. The curriculum for pupils in our Reception Class is based on the following areas of learning:

- Religious Education / Personal, Social and Emotional Development
- Communication, Language and Literacy
- Physical Development
- Literacy
- Mathematics
- Understanding the World
- Expressive arts and design

5. KEY STAGES 1 AND 2

The following subjects are taught at Sacred Heart:
We follow a half termly thematic approach.

- Religious Education
- English
- Mathematics
- Science
- Design and Technology
- History
- Geography
- Computing
- Music
- Art and Design
- Personal, Social, Health and Citizenship Education
- Physical Education
- French
- SMSC

We follow the 2014 curriculum.

As well as the core and foundation subjects listed above, we also aim to equip children with a good understanding of the outside world and the ability to make informed and sensible choices.

6. KEY SKILLS

At Sacred Heart Catholic Voluntary Academy, we know that key skills are those that help learners to improve their learning and performance in education, work and life. Key performance indicators are used to assess progress in key skills. These are embedded in the National Curriculum and we aim to equip pupils with each:

- Communication
- Application of number
- Computing
- Working with others
- Improving own learning and performance
- Problem Solving

7. THINKING SKILLS

These help pupils to focus on 'knowing how' as well as 'knowing what' to learn and are also embedded in the National Curriculum, complementing the key skills:

- Information processing skills
- Reasoning skills
- Enquiry skills

- Creative thinking skills
- Evaluation skills
- Discussing/debating skills

Please refer to Appendix 1 Blooms/SOLO grid which was produced by Sacred Heart Catholic Voluntary Academy to aid teachers planning across the curriculum.

8. INCLUSION

The National Curriculum 2014 states:

- 1.3 Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

At Sacred Heart Catholic Voluntary Academy, we believe that inclusion means that every child should be helped to feel that they belong; we know that every child matters and seek to ensure that all pupils achieve to the best of their ability. We recognise that we have children from hugely diverse backgrounds and we aim to give every child the opportunity to experience success. We aim to set high expectations and provide opportunities for all children to achieve. We understand that children bring to school different experiences, interests and strengths and that these influence the way that they learn. We seek to plan our lessons in such a way that enables all pupils to take part in lessons fully and effectively. We do this by:

- Creating effective learning environments
- Securing children's motivation and concentration
- Providing equality of opportunity through a variety of teaching approaches
- Using appropriate assessment approaches
- Ensuring that children understand the objectives of lessons
- Setting targets for learning
- Differentiating work appropriately

Some children have particular learning and assessment requirements, either through having special educational needs, disabilities, or may be linked to pupils' progress in learning English as an additional language. At Sacred Heart Catholic Voluntary Academy, we take account of these requirements and make provision through differentiation and other methods, as far as is possible, to support individuals or groups of pupils to participate in curriculum and assessment activities. We recognise the importance of accounting for the diverse backgrounds of our children and value the partnership we have with parents. We also seek to involve our children in the wider community.

In aiming to give every pupil the opportunity to experience success in learning, we also aim to recognise particular needs of children with higher learning potential. We believe that the best provision for higher learning potential children is not 'more of the same but harder' but strategies which challenge them by extending their thinking, understanding, knowledge and skills. We also seek to provide separate challenging learning opportunities for the higher learning potential children in our school. See Most Able and Gifted Policy.

9. LEARNING STYLES

In planning our curriculum, teachers at Sacred Heart Catholic Voluntary Academy understand that children learn in a variety of ways, in recognising this they aim to plan lessons to facilitate learning for all pupils. Teachers choose the most appropriate method of teaching for each lesson, taking into account the following learning styles:

Visual: Some pupils prefer to learn by seeing. Visual learners benefit from visually presented information such as graphs, charts, posters, concept mapping etc.

Auditory: Some pupils learn by sound, including the spoken word. Auditory learners benefit from discussion activities, lecture-style lessons, interviewing, reading, hearing stories, language games etc.

Kinaesthetic: Some pupils prefer to engage physically with an activity. Kinaesthetic learners benefit from physical activity, modelling, field trips, visits, learning by 'doing'.

10. ASSESSMENT, REPORTING AND RECORDING

At Sacred Heart Catholic Voluntary Academy, we understand that assessment is at the heart of the teaching and learning process. Assessment enables us to identify children's strengths and weaknesses in order that future learning needs can be carefully identified. We aim to make the assessment procedure a positive one for children, which celebrates their current achievements. The sharing of assessment information develops the partnership between pupils, teachers and parents, with reports and meetings providing the opportunity to review a child's progress to date, discuss strengths and weaknesses and to set targets for the future. We use an electronic tracking package called 'Go4Schools' to monitor the progress of pupils at an individual level, and update this each half term to ensure that target setting is appropriate for each child, to challenge, support and extend their learning.

We understand that assessment for learning is a major factor in raising children's standards of achievement. We see it as an embedded part of the learning process, to share learning goals with children, to help children know and recognise the standards to aim for, to provide feedback to help children to improve, to involve the pupil as well in self assessment. Methods may include classroom talk and questioning, giving appropriate feedback, sharing criteria with

learners, peer and self assessment, developing thoughtful and active learners, supportive and interactive displays, shared target setting etc.

We also recognise the usefulness of summative assessment and carry out end of year summative tests in all year groups. In Year 2 and Year 6 these take the form of Statutory Tests. In the Reception Class, we carry out an initial Baseline Assessment, pupils are continually assessed during the year and the results are reported through the Foundation Stage Profile.

We use a range of external tests as well as teacher assessment throughout the year. Through their use, they will provide ongoing formative assessment of pupils' progress which will enable staff to identify targets for future development. In addition to this, we undertake half termly 'Pupil Progress Interviews' which are carried out by members of the school's Senior Leadership Team.

Parents receive a report of their child's progress at Christmas and the end of the year and also have the opportunity to attend Parent Consultation Evenings in the Autumn and Spring Terms. Parents have access to Go4Schools which shows half termly assessment and attendance data. Tea and targets takes place twice a year prior to Consultation evenings. This is a pupil led session which allows the child to share their personal learning targets and progress with their parent.

11. SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC)

Sacred Heart Catholic Voluntary Academy Spiritual, Moral, Social and Cultural Development in our school we believe that pupils' spiritual, moral, social and cultural development should be at the very centre of all school life. We see it as a basis for all learning, in terms of attitudes, social behaviour and personal development as well as academic attainment. Whilst the most explicit opportunities to promote children's SMSC development are found in religious education, Acts of Collective Worship and PSHE, it is also embedded in other National Curriculum subjects, and a very important contribution is made by the school 3-word mission statement, which ensures positive relationships between all members of the school community.

We believe that SMSC enables children to become more well-rounded, confident and independent.

(See full SMSC Policy on the school website.)

APPENDIX 1

Bloom's Questions

Remembering:

What is...? How is...?
Where is...? When did ____ happen?
How did ____ happen? How would you explain...?
Why did...? How would you describe?
When did...? Can you recall...?

Understanding:

How would you classify/compare/contrast...?
Will you state or interpret in your own words...?
Can you explain what is happening...?
What can you say about...?
How would you summarize...?

Applying:

How would you use...?
What examples can you find to...?
How would you solve ____ using what you have learned...?
How would you organise ____ to show...?
How would you show your understanding of...?
What would result if...?

Analysing:

What are the parts or features of...?
How is ____ related to...?
Why do you think...?
What is the theme...?
What inference can you make...?
How would you classify...?
Can you identify the different parts...?

Evaluating:

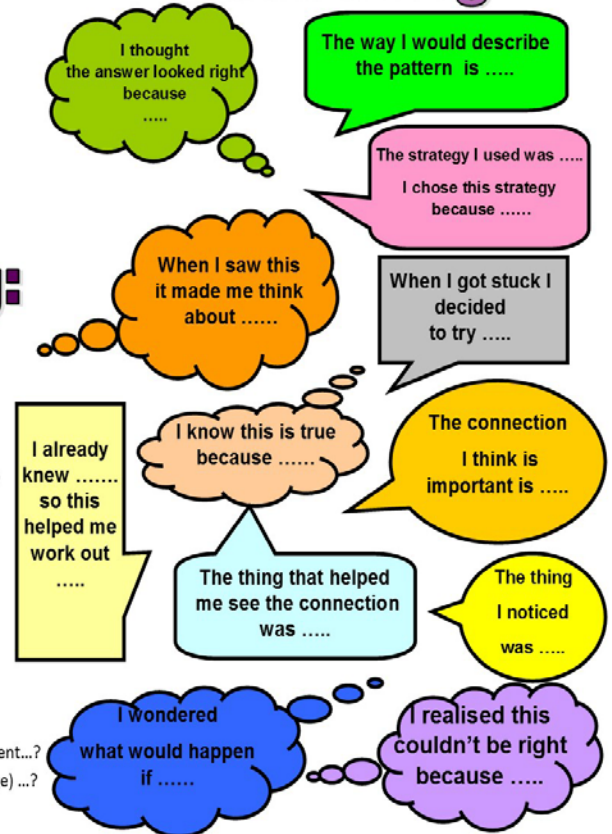
What is your opinion of...?
How would you prove...? Disprove...?
Would it be better if...?
What would you recommend...?
What choice would you have made...?
What judgement would you make about...?

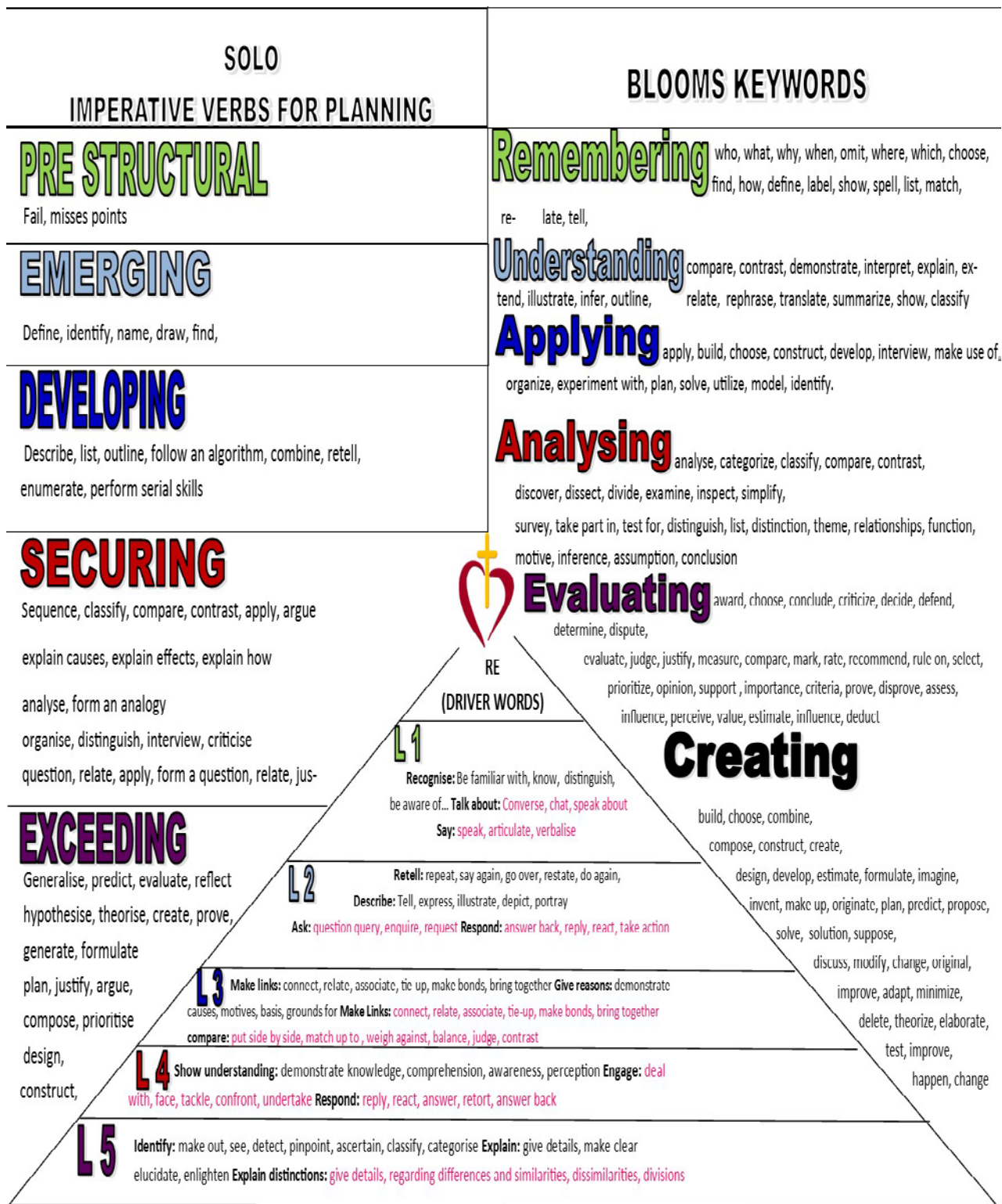
Creating:


What changed would you make to solve...?
How would you improve/modify...?
What would happen if...?
Can you elaborate on the reason...?
Can you invent/design...?
How would you adapt ____ to create a different...?
What could be combined to improve (change) ...?

SOLO

Reasoning





<u>Understanding English, Communication & Languages</u> <u>Literacy:</u> <u>ICT:</u> <u>MFL:</u>		<u>Thematic Plan</u> <u>Mathematics</u>		<u>RE</u>
 <u>Date</u> <u>Year</u> <u>Title of book</u>		<u>Historical, Geographical & Social Understanding</u> <u>History</u> <u>Geography</u>		
<u>Scientific, Health and Technological Understanding</u> <u>Science</u> <u>PSHE:</u> <u>DT:</u>		<u>Understanding the Expressive Arts</u> <u>Art:</u> <u>Music:</u> <u>PE / Games</u> <u>Drama:</u>		
		<u>Super Learning / Theme Days</u>		<u>Educational Trips or Visitors</u>

