



SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

Curriculum Policy





SAINT NORBERT'S CATHOLIC VOLUNTARY ACADEMY

Mission Statement: To live, love and learn in the footprints of Jesus.

Curriculum Intent

As a Rights Respecting School, we aim to ensure that children's rights, alongside our Gospel Values, underpin all that we do.

We see our curriculum as a mechanism for progression in each subject to enable all children to fully develop an holistic education and life skills which will enable them to be ready for their next phase. Our aim is to fully prepare children to be happy, fulfilled and successful. We are interested in them achieving highly academically, but we also ensure that their education enables them to be 'well-rounded'. We give them many opportunities to develop their talents. We enjoy serving our community, understanding our own culture and that of others. Spiritual development is fundamental to us and we encourage our children to live by the Gospel values, treating others as they themselves would like to be treated. Welcoming others with good manners and respect is a daily part of our school life.

Rationale

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

When planning our curriculum, we acknowledge the diverse social and economic backgrounds of our families. Within PSHE and citizenship particularly, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community.

We have high aspirations for all pupils. We acknowledge the part that we play in pupils' social mobility; our rich curriculum tradition ensures that pupils who are disadvantaged in any way enjoy parity with their peers. We have designed our curriculum to provide a breadth of experiences. We are passionate; we pursue excellence and ensure that children are equipped with the skills to succeed.

By the time children leave our setting, we want them to have enjoyed a wealth of experiences and opportunities that we believe are essential components of a quality education – visits, sporting competitions, trips to the pantomime, presentations, performances, etc.

Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Roles and Responsibilities

Local Governing Board

The local governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

Governors will also ensure that:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- proper provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND).

Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by Governors;
- they manage requests to withdraw children from curriculum subjects, where appropriate;
- the school's procedures for assessment meet all legal requirements;
- Governors are fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Governors are advised on whole-school targets in order to make informed decisions;
- proper provision is in place for pupils with different abilities and needs, including children with SEND.

All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Curriculum Implementation

Organisation and planning

The breadth of our curriculum

We offer children a broad curriculum, with topics relevant to their needs and interests, based on the National Curriculum. Staff annually review long and medium-term plans to cater for our mixed year group structure.

In addition to our planned curriculum, we provide a breadth of enrichment opportunities, including visits and visitors – our 'Whole Child Curriculum'. We undertake regular projects which contribute to and enhance work in other subjects; we also maintain links with other settings and professionals to further enhance our curriculum.

Our curriculum includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Subject Leaders

Our Subject Leaders oversee, develop, monitor and evaluate the effectiveness of their subject across all year groups and phases. Staff are committed to delivering high-quality learning experiences throughout the curriculum and recognise their contribution to the school's own evaluation of its effectiveness.

Subject leaders are responsible for curriculum coverage of all subjects, with all middle leaders being aware of the curriculum expectations and in turn planning the skills within their respective curriculum areas. The curriculum is designed to ensure: deep learning, with focus made on extending those who are working at a greater depth within the curriculum areas; engagement with their learning and initiating the direction of the units of study, particularly in the foundation subjects along with breadth and balance. Not only do staff review the actual curriculum regularly, but also the principles for learning and teaching.

We plan and sequence the curriculum to build upon what has been taught before, using high quality schemes of work which have a clear structure and progression of skills.

Learning Research

We have developed clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Staff are trained to use effective questioning techniques to develop higher-order thinking skills. In lessons we provide opportunities for independent activity and challenge but also strive to provide further retrieval opportunities to develop the retention of knowledge and understanding.

Virtues to Live by

In our Catholic setting, we prioritise and promote Virtues to Live by and use established 'Statements to Live by' to further strengthen our approach. Children learn to take personal responsibility for their own thoughts and actions.

Inclusion

We provide a broad and balanced education to all pupils. Quality first teaching is an entitlement for all pupils. Effective pupil tracking enables identification of pupils who may benefit from early 'intervention' at an appropriate level, i.e. Wave 2 or Wave 3. We also recognise, and make provision for pupils who have a particular ability in specific curriculum areas.

Where children need additional support, provision will be made through a Graduated Approach (GAP) in consultation with the SENDCo.

Equal opportunities

All children are provided with equal access to the curriculum. We provide suitable opportunities regardless of 'protected characteristic' or home background.

Social, Moral, Spiritual and Cultural development

At Saint Norbert's we look for opportunities to enhance children's spiritual and secular development. Class teachers aim to identify ways in which they can broaden children's appreciation around them as well as the potential contribution they can make to it.

British Values

At Saint Norbert's we teach British values throughout the curriculum and wider school:

- The Rule of Law
- Democracy
- Individual Liberty

- Mutual Respect
- Tolerance for those of different faiths and beliefs

Our children will develop:

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An understanding that people having different faiths and beliefs (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Curriculum Content

Early Years Foundation Stage

In the Early Years Foundation Stage, learning experiences are planned around the seven areas of the Foundation Stage Curriculum: All seven areas are particularly important for children in the early years and without specific and effective focus on these areas, children's opportunities for progress throughout school would be limited.

Prime Areas:

- Personal, Social and Emotional Development;
- Communication and Language;
- Physical Development.

Specific Areas:

- Literacy (includes reading and writing);
- Maths;
- Understanding the World;
- Expressive Arts and Design

These Areas of Learning and Development address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. This ensures the delivery of a holistic, child-centred curriculum which allows children to make lots of links between what they are learning. All Areas of Learning and Development are given equal weighting and value.

The EYFS framework provides a long-term plan to follow by ensuring that all Early Learning Goals are covered throughout the academic year.

Planning takes into account the individual children's learning and developmental needs. All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult-focused and child-initiated activities indoors; the setting also makes use of the outdoor environment whenever possible.

Active Learning Through Play

We organise the day to provide a balance between the following:

- child-initiated activities - children make choices from within the learning environment;
- adult-initiated activities - practitioners provide the resources to stimulate and consolidate learning;
- adult-directed activities - children engage in planned activities to meet specific learning outcomes.

RE

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our school we develop the children's knowledge and understanding of their own faith and the major world

faiths; we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit.

We plan our Religious Education curriculum in accordance with the Nottingham Diocese Agreed Syllabus and the revised Curriculum Directory.

We enable children to develop a sound knowledge - not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

Maths

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of Mathematics.

We aim for our children to be able to:

- develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure;
- develop mathematical understanding through systematic direct teaching of appropriate learning objectives;
- encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life;
- develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary;
- develop an appreciation of relationships within maths;
- develop ability to think clearly and logically with independence of thought and flexibility of mind;
- develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal;
- develop mathematical skills and knowledge and quick recall of basic facts.

English

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to acquire English skills within a broad and balanced curriculum.

We aim for our children to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct;
- develop enthusiastic, independent and reflective readers who will read widely for study and for pleasure;
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms;
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation;
- develop the powers of imagination, inventiveness and critical awareness;
- have a suitable technical vocabulary to articulate their responses.
- engender a love and appreciation of English in our children by developing to their full ability to understand, use and enjoy English;
- develop a high standard in our speaking and listening skills, enhancing children's understanding in both spoken and written forms and of the way language can be used to communicate;
- develop cross-curricular links;
- be inclusive, supporting the more able as well as those with additional needs.

Phonics

Read Write Inc. is the primary resource employed by the school – predominantly in the Early Years and Key Stage One – to provide lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and know how to sound-blend words for reading at the same time as developing handwriting skills and spelling. As children are taught to decode and encode, they are also taught to comprehend and to compose.

As children enter the Early Years, their abilities and prior knowledge of letters and sounds are assessed as their auditory and sound discrimination skills are practised.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At St Norbert's, we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children.

Modern Foreign Languages

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

Computing

Our Computing curriculum equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Physical Education and Sport

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a child's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil needs and abilities. Cross-curricular themes are exploited by using physical education as a vehicle for a wide range of stimulating learning experiences.

Outdoor Learning

Where possible, we take children outside the classroom to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment, giving them a sense of belonging and ownership of the place in which they live. We explore uses of the local area so that meaningful activities can be planned and delivered effectively and regularly.

Visits and Visitors

We recognise that children's learning is enhanced by different experiences. We therefore offer a wide range of educational visits which are used to motivate and engage. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

Lunchtimes

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practise the transferable skills they have learnt during lessons. Structured play opportunities are provided; children are encouraged to think creatively and be imaginative in their play, whilst learning to manage risk safely.

Curriculum Impact

Marking and feedback

Work is assessed in accordance with our Assessment and Feedback Policy.

Monitoring Arrangements

Monitoring of the standards of children's work and of the quality of teaching and learning is the responsibility of the Subject Leader, supported by the Governors.

The work of the Subject Leader also involves supporting colleagues in teaching and learning, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Governors perform a vital role in monitoring and validating the work of all leaders across the curriculum.

October 2024