



CURRICULUM POLICY

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CONTEXT

- 1.1 Catmose Primary is an academy primary school in Oakham, Rutland. The majority of pupils are drawn from the county town of Oakham and surrounding villages, although many are attracted from a wider area including Leicestershire and Melton through parental choice.
- 1.2 The Ofsted report in 2017 rated us 'Good' in all categories. We offer a broad range of experiences beyond the classroom to build independence, resilience and leadership skills that are critical for success in adult life.
- 1.3 We believe that great schools are not made by the buildings they occupy, but by the people who work within them. We are proud at Catmose to have committed staff and talented, hardworking pupils whose contributions make our School truly exceptional.
- 1.4 Our primary aim is to encourage each pupil to become a mature, independently-minded individual who has the necessary skills and knowledge to be of value to themselves and society. We know that every pupil is talented, so our role as educators is to ensure these talents are fully realised. To achieve this, we have high expectations of every pupil, emphasising the importance of hard work and doing one's best in every circumstance.

INTENT - THE PURPOSE OF OUR CURRICULUM

- 1.5 Our curriculum encompasses all the broad range of activities we offer, including classroom-based subject teaching, our electives time, optional trips and visits and competitive sport. It is our intent to offer pupils a curriculum that enables them to progress from starting to leaving school, being as secondary ready as possible. It is designed with the intent to ensure that, alongside a foundation of academic knowledge and skills, children also develop the confidence, resilience, teamwork and leadership skills they will need to thrive in secondary education.
- 1.6 We therefore offer all pupils a core academic curriculum which covers the core subjects: English, Maths, Science and Computing. This is supported by the foundation subjects, taught through a creative curriculum. The creative curriculum is called the 3I Curriculum: Innovative, Inspiring and Individual. This 3I curriculum includes music, art, drama, design technology, modern foreign languages, geography, history, religious education, physical education, personal, social and emotional education including citizenship and circle time. Outside of this core curriculum, we also offer pupils, through our elective times and trips and visits, a broad range of cultural, sporting and artistic opportunities that will give pupils the broader skills they need to be successful in secondary education. This is offered to all pupils in the School.

IMPLEMENTATION

- 1.7 The Senior Leadership Team will review annually the range of subjects and schemes of work to ensure that they remain appropriate. Working with the teaching staff, a curriculum overview will be created. An elective overview is created per class to timetable the range of focuses on offer for children. These are age appropriate and cover a wide range of activities. All classes offer an enhanced curriculum offer through trips and visits, clubs and competitions to broaden the pupil's skills and knowledge. These opportunities are shared with parents and pupils so that involvement can be accessed for all. We have a separate policy on trips and visits which should be read in conjunction with this policy. Where there is a charge for such opportunities please read the Federation Charging and Remission policy.

RESPONSIBILITIES FOR IMPLEMENTATION

- 1.8 All staff are responsible for implementing this policy. The Head of School is responsible for strategic decisions to ensure that the curriculum is broad and balanced whilst meeting the needs of our pupils. The Head of School will ensure an effective programme of quality assurance and development takes place to ensure that governors are confident that the curriculum is implemented successfully and achieves its aims.

IMPACT - MEASURING SUCCESS

- 1.9 We use a range of measures to determine the success of our curriculum which are monitored and shared with governors, these include:
- Pupil attendance. If our curriculum is engaging, broad and balanced, pupils will want to attend School.
 - Pupil behaviour. If the curriculum is right for our children, lessons and other activities will be engaging and rates of poor behaviour and exclusions will be low.
 - The quality of lessons observed. If our curriculum is well designed and planned, lessons will be of a high quality and this will be shown through the grades the senior team award for lessons.
 - Pupil engagement in the enhanced curriculum. We will monitor pupil participation in trips and visits, events within School, competitions and clubs, ensuring that all pupils are involved in a broad mix of activity.
 - The proportion of pupils staying in secondary education once they have progressed to KS3 and KS4. If pupils have experienced a curriculum with the School that has allowed them to be successful and enjoy their learning they are more likely to continue successfully in KS3 and KS4.
 - A strong positive response for our stakeholder surveys. We annually survey staff, pupils and parents asking a range of questions about our curriculum.
 - Outcomes at the end of the EYFS, Phonic Screening Check, KS1 SATs and KS2 SATs, with progress made from KS1 SATs to KS2 SATs. If the curriculum we offer meets the needs of our children, outcomes will be good or better.

VARIATION IN ACADEMIC CURRICULUM BY AGE

1.10 EYFS

1.10.1 Reception follows the EYFS Curriculum which includes the prime and specific areas of learning. Prime areas are: Communication and Language, Physical Development and Personal, Social and Emotional Development. Specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Termly topics are used to create links between areas of learning to allow practitioners to follow children's learning journeys.

1.11 KEY STAGE 1

1.11.1 English, Phonics, Mathematics and Science are taught as dedicated subjects. PE is also taught as a standalone subject. Computing, RE, Music, Art & DT, History and Geography are taught as part of the 3I Curriculum 'Innovative, Inspiring and Individual' learning. This 3I Curriculum is monitored against the National Curriculum standards. Children are taught in ability groups for Phonics, English, Mathematics and Science, but mixed ability for 3I Curriculum sessions. Children are assessed and graded in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth)

1.12 KEY STAGE 2

1.12.1 English, Grammar and Mathematics are taught as dedicated subjects. Science, Computing and PE are also taught as dedicated subjects but with cross-curricular links where possible. RE, History, Geography, Art & Design and DT are taught through the 3I curriculum. Modern Foreign Languages, French and Spanish, is taught weekly. In upper KS2, subject led teaching takes place in order to prepare pupils for subject specific teaching and teachers, which they will have at Secondary provision. Children are assessed and graded in all areas of learning (core and foundation subjects) as WTS (working towards) EXS (expected) and GDS (greater depth)

TRANSITION

1.13 The design of the curriculum in upper KS2 reflects the needs of children who are to transfer to Key Stage 3. This is undertaken in consultation with the feeder school and will include:

- Taster Days in the core curriculum areas.
- Greater transition package for targeted SEN pupils.
- KS2 taught by Catmose College staff in order to build relationships and introduce subject specific sessions and staff.
- A bespoke curriculum for Term 6 in order to prepare for the Year 7 curriculum. This curriculum follows the skills and experience pupils need to feel confident in starting secondary school. Access on a weekly basis is made to the secondary school using the science lab, food tech rooms and computer resources as example.

- Targeted children support through inclusion project, assigning a key worker to targeted children to build relationships during the final primary year to progress into Year 7 at Secondary.

CREATIVE CURRICULUM

- 1.14 The Creative Curriculum has been organised into integrated topics. Links have been made to other curricular areas within the topic and curricular focus. The use of IT is encouraged in all topic areas, as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning. Each class teacher is responsible for the delivery of the curriculum through a 'topic-based' approach which incorporates key skills. Topics chosen ensure that progress is made in key skills from year group to year group.

MATHEMATICS

- 1.15 We believe that good numeracy skills are essential for pupils to achieve their potential. Pupils should be able to apply their skills both inside and outside of School. Numeracy, therefore, needs to be supported across the whole of the curriculum.
- 1.16 Numeracy skills are mapped across the curriculum provision and are taken into account in the planning of lessons. Each year group has a scheme of work to map the units of work for each term against the National Curriculum. This is then assessed each term through checkpoint tasks and standardised tests.

ENGLISH

- 1.17 We believe that all pupils need good literacy skills in order to realise their academic potential and become effective communicators in the outside world. We support a cross-curricular, multi-strategy approach to literacy teaching that is aimed to meet the needs of pupils of all abilities. Literacy underpins the curriculum by developing pupils' abilities to speak, listen, read and write for a wide variety of purposes. Literacy is supported across the whole of the curriculum. Each year group has a scheme of work to map the units of work for each term against the National Curriculum. . This is then assessed each term through checkpoint tasks and standardised tests.

SCIENCE

- 1.18 Science is taught as a standalone subject through content (with the support of Knowledge Organisers) practical skills and investigation. The school has a bespoke Science lab which enables children to access the resources they need to explore Science. Science is tracked and assessed each term.

THE MOST ABLE

- 1.19 We are committed to providing a challenging curriculum commensurate with the different talents and abilities of all pupils. In addition, we will provide memorable and stimulating opportunities to identify and nurture those who are Gifted and Talented. This includes:

- The commitment of staff to develop pupils' full potential at all times.
- Lessons that stimulate, engage, challenge, inform, excite and encourage through partnership and dialogue with teachers and other pupils, and active participation in the lesson.
- Courses that lead to examinations and accreditation.
- The opportunity to apply to us for financial assistance to fund or partly fund workshops, extra-curricular activities or any service that we provide, in order to extend and further develop any identified gift or talent.
- Support when targets are not being met, as well as recognition of success.

SEN

Please read our SEN Policy, available from our website, for more information regarding how we support pupils who need additional help.

PREP

1.20 We value the work pupils do both in the School and at home. Prep provides an opportunity for pupils to work independently, to research, to carry out specific tasks and to prepare for work in class. Prep may be required for the following day or week but pupils will have sufficient time to complete the work set. As a guide:

- EYFS: one activity linked to the learning in class that week. It is an expectation that children are heard reading their individual book at home.
- KS1: a phonics focus or/and a numeracy task is set each week. It is an expectation that children are heard to read their individual book at home.
- KS2: spellings, handwriting and a numeracy task is set each week. Research project may also be set. Year 5 and 6 will also have revision booklets with specific sections set to complete throughout the week. It is an expectation that children are heard to read their individual book at home.

1.21 There are opportunities for pupils to complete prep with help in School on a weekly basis.

RIGHTS AND RESPONSIBILITIES

1.22 We believe that making children aware of their rights and responsibilities is a high priority, as well as them having a meaningful role in decision-making. Therefore, dedicated time is given during the School day to Circle Time, Class and School Councils. We also believe it is vital that children are taught to recognise that their actions have an impact on the wider world and the environment. The curriculum gives opportunities through specific projects, such as the Values Education Assembly themes, or themed weeks and workshops to explore this e.g. an Environmental Week.