



Curriculum Statement – 2016-17

St Richard Reynolds Catholic Primary School Policy: Primary Curriculum Statement

Date of publication: September 2016

Date of approval by Governing Body: October 2016

Date of next review: As required

The Primary School

Our College Vision forms the basis for our curriculum. Our core purpose is to provide outstanding learning and teaching opportunities for all of our pupils. Accordingly, our curriculum aims to challenge them – according to their ability and recognising individual needs – to reach the highest standards of personal achievement. It provides varied co-curricular experiences, as well as progression within and between Key Stages.

The Curriculum is reviewed annually by the Governing Body.

Religious Education is at the heart of our curriculum. Our staff plans and delivers a Religious Education programme which meets the needs of all children and will make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context. We work closely with parents to build upon and extend Religious Education begun in the home.

Pupils in the Primary School currently receive specialist input from colleagues in the High School in Art, PE, French and Music. There is also extra-curricular provision offered by a number of extra-curricular clubs specialising in areas such as Tennis, Martial Arts, Dance and Computing.

The School Day:

The School follows a weekly timetable, with the days split into separate sessions which will vary depending on year group:

Monday to Thursday		Friday	
8:45	School starts	8:45	School starts
8:50	Monday & Thursday – Assembly Wednesday – Hymn Practice AM 1	8:50	AM 1
10:30	Break	10:30	Break
10:50	AM 2	10:50	AM 2
12:00	Lunch	12:00	Lunch
1:00	PM 1	1:00	PM 1
2:10	PM 2	2:10	PM 2 Celebration Assembly
3:10	Dismissal	2:50	Dismissal

The Role of Parents/Carers

The College recognises parents/carers as the first educators of their children and will seek to work in partnership with them at all times. Parents/carers will be

- Invited into school for special occasions such as assemblies
- Encouraged and welcomed to support their child's learning in the classroom
- Encouraged to be involved in additional activities for pupils such as after school clubs or co-curricular activities
- Offered appropriate and reasonable access to teachers and teaching assistants to discuss any areas of concern
- Invited to consultations and information meetings to discuss the progress of their child

Early Years Foundation Stage:

Curriculum:

The Reception curriculum follows the changes brought in with the Early Years Foundation Stage Framework in September 2012. It covers seven areas of learning; three prime and four specific. The three prime areas are Personal, Social Emotional Development, Communication and Language and Physical Development. Success in these areas ensures that children will go on to achieve in the specific areas of learning; Literacy, Mathematics, Understanding the World and

Expressive Arts and Design. Children will learn in a variety of ways in the classroom in a combination of adult directed teaching and child initiated learning. There will be a strong focus on objective led planning which will provide the opportunity for each child to develop their understanding and make progress in a way that engages them and appeals to their personal interests. In addition to the seven areas of learning, pupils will also take part in Religious Education lessons which will underpin teaching and learning within the classroom.

Play and Exploration is a fundamental part of learning in Reception. It means children will be able to choose activities where they can engage with other children or adults or sometimes play alone. During these activities the children will learn by first-hand experiences; by actively 'doing' as well as through scaffolding and modelling by adults. We will provide them with sufficient space both indoors and outdoors, time and choice with a range of activities. There will be a good variety of planned and prepared activities, as well as allowing time for the children to initiate their own learning. Activities will be planned through discussion with the children around their current interests, as well as taking into account their learning styles and stages of development. Our environment will enable children to try things out and make sense of relationships, allowing all children to fulfil their potential.

Assessment:

Assessment of learning is primarily through observation of pupils engaged in the range of cross-curricular activities, which are both child-initiated and adult-directed. Our primary assessment method is through use of the online application 'Tapestry.' This application allows all staff working with EYFS pupils to contribute to the pupil's profile. It also allows opportunity for parents and carers to contribute towards the profile as recommended in the EYFS Statutory guidance. At the end of the Reception year, pupils will be assessed against 17 Early Learning Goals, with a judgement being made as to whether they are emerging, expected or exceeding these goals. Pupils must be working at the expected level in the Prime areas (PSED, PD and CLL) plus Literacy and Mathematics to be deemed to have made a good level of development (GLD). Appropriate interventions are put into place to support pupils who have not reached GLD as they enter Year 1.

Communication with parents:

Parents play an important role in the EYFS as they will contribute to their child's learning journey. Our primary contact will be through the home-school communication book. There are two formal parents' consultation meetings throughout the year where targets will be set to support development and two informal sessions which will allow parents to discuss their child's progress in the spring term, and their school reports in the summer term.

Key Stage 1:

Curriculum:

As pupils enter Key Stage 1, they will continue building on the foundations laid in the EYFS and will learn through a mix of adult directed teaching, and independent challenges designed to extend their learning. Following the requirements for the revised National Curriculum 2014 the pupils in Year 1 move from the broader areas of development in the EYFS to the more specific subject areas and this continues in Year 2. The core subject areas are English, Mathematics, Science and Religion which are a focus, alongside the foundation subjects; History, Geography, Art, Design Technology, Computing, Physical Education, and Music. Where possible, learning takes place in a cross curricular way. Pupils at St Richard Reynolds also benefit from a discrete, weekly, French

lesson. Religious Education lessons continue from the foundations laid in the EYFS and continue to follow the 'Come and see' scheme of work. Children in Key Stage 1 have daily prayer time and gather together on multiple occasions throughout the week for assemblies and hymn practice.

As pupils move into Year Two they will begin preparing for their SATs which will take place during the month of May. These assessments look at pupils' knowledge and understanding of Reading, Writing, Grammar, Punctuation & Spelling and Maths.

Assessment:

Following the changes that came about with the new National Curriculum (2014) there have also been changes to the assessment and reporting arrangements. The National Curriculum focuses on pupils reaching age related expectations at the end of each academic year and this is communicated to parents at both parent consultation meetings and in the end of year report.

Communication with parents:

In Key Stage 1 the collaboration between school and parents continues to be an important one. The primary contact continues to be through the home-school communication book. As in the EYFS, there will be two formal Parents' consultation meetings throughout the year and other opportunities in the year to meet informally to discuss pupil progress. At the end of the school year there will be a written school report.

Key Stage 2:

Curriculum:

In Key Stage 2 pupils will continue to build on the knowledge and skills they developed in Key Stage 1 and teaching and learning will meet the requirements of the National Curriculum. Most subjects will be taught discretely in preparation for High School, however, cross-curricular links will always be sought and some topics/concepts will be taught in a cross-curricular manner. The aim is to bridge the gap in the learning expectations between Key Stage 1 and Key Stage 3.

The core subjects, Maths and English, will be taught four times a week in Year 3. Maths teaching and learning will use the 'Active Learn Abacus' scheme of work as a foundation and will be adapted to meet the needs of the pupils. The English curriculum will cover the full range of fiction and non-fiction text types and each year group will study at least two full novels; allowing the pupils to read work from a range of significant children's authors throughout the key stage.

R.E. will be taught for ten percent of the timetabled week and follow the 'Come and See' scheme of work; again being adapted where necessary to ensure it is meeting the needs of the pupils. Pupils take part in daily prayer time and have an active role in writing and sharing prayers. On multiple occasions during the week, pupils across the key stage and school come together for assemblies and hymn practise, as well as school masses on a number of specially marked occasions. The pupils' understanding and involvement in mass increases as they move through Key Stage 2 and reach important religious milestones, such as making their First Holy Communion in Year 3.

Science in each year group will consist of the topics set out in the National Curriculum and involve the teaching and learning of scientific knowledge and concepts, as well as developing the pupil's

skills to work scientifically. As the pupils progress through the key stage they will develop their understanding of the importance of a 'fair test' and will plan and carry out increasingly more complex investigations.

Alongside the core subjects, the following foundation subjects will be taught: History, Geography, Art, Design and Technology, Computing, Physical Education, French and Music. These subjects are taught either by class teachers or specialist teachers from the High School. Where specialist teachers are used, planning will be developed alongside the class teacher to ensure all necessary topics of the National Curriculum are being taught and age appropriate targets are being met. Specialist teaching allows subjects to be sometimes taught in a greater depth than teaching by a class teacher would allow. Even when subjects are not taught by specialists, resources of the High School are still utilised, e.g. D.T. rooms and equipment for D.T. projects.

Extra-curricular activities aim to enhance pupils' learning of the curriculum in Key Stage 2. This includes instrumental lessons being offered, as well as the opportunity to be a part of sports team and compete at Borough tournaments and events. School trips also play a vital role in enhancing the Key Stage 2 curriculum and year group partake in day trips linked to the topics they are learning about. In addition to day trips, pupils in Key Stage 2 have the opportunity to take part in residential trips which help to develop skills of independence as well as supporting the curriculum.

Assessment:

Each year pupils will be assessed to see if they are meeting age related expectations as set out by the government. They will be assessed as working towards these expectations, working at, or working above. Pupils assessed as working above expectations will have mastered age related expectations and have an in depth understanding of them. For pupils not meeting age related expectations, appropriate intervention will be put into place.

Pupils' assessments are communicated to parents in the end of year written school report. However, progress and attainment will be communicated with parents throughout the year at parent consultation meetings.

Communication with parents:

Collaboration between the school and parents in Key Stage 2 continues to be of the utmost importance. Teachers and parents have a number of channels to allow regular communication throughout the year and there are two formal Parents' consultation meetings each year, as well as other opportunities to meet informally to discuss pupil progress. Similarly to EYFS and Key Stage 1, written school reports are sent out to parents at the end of the academic year.