



Curriculum Policy
As agreed by the Full Governing Body Spring 2011
Last reviewed by the Curriculum Committee Spring 2015
Reviewed Summer 2017

“The Governing Body is committed to ensuring consistency of treatment and fairness in the operation of this policy. In addition, the Governing Body values diversity and is committed to ensuring that no individuals are discriminated against on any grounds, including the protected characteristics included in the Equality Act 2010.”

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Learning activities in school will be planned using the National Curriculum 2014 and supported by use of Key Skills (Focus Education). At St. Michael's we have adopted a Creative Curriculum which enables the above to be fulfilled. This policy replaces subject specific policies (other than core curriculum areas of English, Maths, Science and R.E.)

St. Michael's aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and with identified special educational needs (See Equality Policy Statement and SEND policy)
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum and develop the 'whole child'
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat all children in a dignified and respectful way.

We aim that all children should:

- Be 'excited by learning' and enthusiastic and eager to put their best into all activities
- Be happy, well rounded individuals, with a broad range of knowledge, skills and understanding
- Have opportunities to work independently, collaboratively, to question and share ideas
- Develop an enquiring mind and scientific approach to problem solving
- Use a range of technology to support learning in all areas of the curriculum
- Be capable of communicating their knowledge and feelings through various art forms including art, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Be physically confident in a way which supports their health and fitness and mental well-being
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions (See Behaviour and Expectations Policy)
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop into confident learners who challenge themselves.

The Organisation of the Curriculum:

- The curriculum is taught through a creative cross-curricular approach and linked "topic" areas wherever possible
- Year Group overviews can be found on the school web-site and show the topic areas covered
- Lessons are planned from Year Group Key Skills, which cover the National Curriculum requirements
- Key learning questions and outcomes are defined to ensure progression and challenge
- Children are taught with their year groups with additional pupil support as necessary
- At least twice a year the children will share their learning through a performance (Easter, Christmas, Harvest) and by leading a class worship
- Children are taught a foreign language in Key Stage 2 with a focus on understanding and communicating ideas.
- A range of enrichment activities within school and educational visits are organised to support learning, many of which cover the local area – Lichfield, Staffordshire, Birmingham thus enabling the children to appreciate their locality.

Roles and Responsibilities:

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff: The Deputy Headteacher has responsibility for monitoring and leading the creative curriculum.

- The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage
- Teachers are responsible for their planning and liaising with colleagues over the content and delivery of the units of work. They evaluate and monitor standards in their subject. Phase Leaders monitor and support this planning.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group. Medium term plans are revisited annually with all staff to ensure that full coverage is attained.
- The Governors monitor the success of the curriculum at whole Governing Body meetings through the termly Headteacher's report

Inclusion

All groups of children are assessed on entry to school and tracked against their prior attainment. Where pupils have special educational needs which are not identified as being learning difficulties but require other special provision (e.g. technological aids) then St. Michael's will endeavour to make provision. (See SEND Policy) Higher ability pupils will be provided with challenge and opportunities to extend their skills through a range of activities.

Equal opportunities

All children have the opportunity to fully participate in the school's curriculum. The breadth of the curriculum ensures that all are treated with respect and caters for the needs of individual children of both sexes from all ethnic and social groups (See Equality Policy Statement).

Safeguarding

All safeguarding procedures will be carried out in line with agreed school Safeguarding Policy. Any concerns will be reported to the Headteacher, or Deputy when Headteacher is unavailable, immediately and then followed up in writing as soon as possible.

ICT, including websites, will regularly be used within the curriculum; guidelines from the school's Online Safety Policy, including internet access will be referred to and followed.

Monitoring the effectiveness of the policy

This policy will be monitored by the Senior Leaders on a regular basis. Parental and pupil feedback will be sought at intervals through discussion and questionnaires.