



Introduction

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. 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.)

"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."

AIMS

The aims of our curriculum are for children to:

- Be 'Excited About 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
- Develop positive attitudes to home learning

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. To ensure a consistency of expectations in the core standards, links are made with English or Maths as appropriate. Children are taught with their year groups with additional pupil support as necessary. 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.



Organisation of Home Learning

Home-learning is set regularly and will vary according to the age / needs of the pupil. The policy has been designed to allow flexibility. It takes into account family situations and other musical, sporting, artistic and club activities in which children are involved.

Parents are notified at the beginning of the year how the home-learning will be organised, e.g. termly pack, activities set on specific days, return day for completed home-learning tasks.

Pupils are expected to read regularly at home and as a school we expect parents and carers to spend time reading *to and with* their children in addition to the time spent on home-learning (Refer to English Policy Reading Expectations)

- Pupils are expected to complete their home-learning and a home learning book will be provided. A reasonable time limit will be set for tasks to be completed.
- Home-learning will be planned as part of the overall planning for the class (short term and medium term)
- Home-learning may be differentiated, taking into account the range of pupil capabilities, in order to provide an equal and appropriate challenge for individuals
- Generally, home-learning will not include finishing off uncompleted tasks
- Home-learning will be clearly explained to the children or a written explanation for parents will accompany the home-learning
- If a child is going to be set extra home-learning to help with an area of difficulty or strength, parents must be consulted and willing to support this. Parents who request extra home-learning for their child will be given advice and / or extra home-learning at the discretion of the teacher
- When the learning platform / computer is used for home learning tasks paper options will also be available for those without access. Lunchtime club is also provided for children without Internet access at home.

Feedback will be verbal or written depending on the home learning task. Class marking will take place wherever possible.

Parents as partners

Parents are partners with school in the child's learning experiences. Parents are encouraged to let the child's teacher know if home-learning has not been completed for any reason, or if home-learning is too difficult or too easy. Guidance will be given to parents as to how best to help their children with their home-learning, in the form of instructions on the home-learning sheet or home-learning book. Parents are encouraged to take an interest in their children's home-learning and learning in general, to discuss it with them and to give them help when necessary, but not to do it for them.

Parents are provided with examples of core skills for Reading, Writing and Mathematics relevant to their child's year group. These are also available on the school website

Home-learning should be enjoyable! Parents are encouraged to let the teacher know if their child has tried particularly hard on a piece of home-learning or if a child is experiencing problems.



Next Review date: Autumn 2020

It is *not* the teacher's responsibility to provide home-learning for children who are taken out of school to go on holiday during term time. Neither is it their responsibility to provide activities for private tutors.

Home-learning will not be set as a 'catch up' for periods of absence due to ill health. However, under certain circumstances this may be negotiated with the class teacher.

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.

Safeguarding

All safeguarding procedures will be carried out in line with agreed school Safeguarding Policy. Any concerns will be reported to the Headteacher, Deputy or SENCO 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.

Roles and Responsibilities

The Deputy Headteacher has responsibility for monitoring and leading the creative curriculum and co-ordinates the work of the subject leaders to ensure that the curriculum has progression and appropriate coverage. Subject leaders evaluate and monitor standards in their subject. Teachers are responsible for their planning and liaising with colleagues over the content and delivery of the units of work. 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.

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.