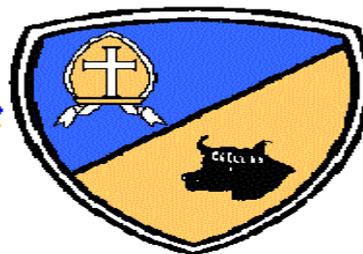


ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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'Following in God's way, Learning day by day, Working with one another, Caring for each other'

Curriculum Policy

Date of policy: 2021
Review Date: 2024

St Luke's curriculum is built on a core set of Christian values, where children feel happy and cared for. Here they find, love, joy, hope and peace.

John 13: 34-35 says, 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'

At St Luke's we aim to be disciples by:

FOLLOWING IN GOD'S WAY,
LEARNING DAY BY DAY,
WORKING WITH ONE ANOTHER,
CARING FOR EACH OTHER.

1. LINKS TO OUR MISSION STATEMENT AND AIMS

Our mission and aims form the basis of all our policies and practice. This policy supports the following aims of our school:

- To ensure that every child is valued as an individual.
- To serve the community by providing an education of the highest quality.
- To endeavour to live out our Christian values in our everyday lives.
- To be tolerant and show understanding and mutual respect at all times.

We have a commitment to developing the whole child as a complete, happy and unique individual. An important part of this is the child's spiritual, moral, social and cultural development and the role of Religious Education in these aspects.

This policy also works alongside our school's Curriculum Statement.

1 Introduction

1.1 Our school curriculum aims to provide children with planned activities in order to promote learning, personal growth and development.

All of the children are given opportunities to learn, practise, develop and refine a range of skills. Some of these skills are specific to certain subjects; others are general skills, and therefore key to learning in all subjects.

1.2 When planning, staff ensure that the statutory requirements of the National Curriculum are being met. As a school, we endeavour to make these experiences appropriate to the age, ability and interests of the children. Alongside this, we also provide extra-curricular activities which enrich the children's experiences further. Of equal importance is also the 'hidden curriculum' – the vital learning taken from the way the children are treated and are expected to behave.

2 Organisation and method

- 2.1 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Progression in key skills is at the heart of our curriculum planning. For example, we give the children many opportunities to develop the application of number in their geographical studies, and when we teach physical education we stress the importance of working with others.
- 2.2 We teach the Foundation Subjects through a creative, cross-curricular approach – we call these Research Projects. The key skills form the basis to the planning of these.
- 2.3 The class teacher pays special attention to each child's progress in the particular key skill of working with others. We give each child plenty of opportunities to work as part of a group, and to take responsibility for the group's work. We teach children how they can contribute to the work of a group, and what being a successful member of a team involves. We understand the importance of flexible grouping to develop the individual learning of every child and plan for this accordingly.
- 2.4 Our school believes that it is very important for children to reflect on what they have learned – what has been done well, and what could have been done better. We see this as an important part of successful strategies for future learning. Teachers ask the children to reflect on their learning at the end of a session using a traffic light system, encouraging children to provide a comment - particularly if they have found something difficult or would like further help. They also talk to the child individually about their work and provide written feedback with 'Next Steps to Learning' to make them aware of their strengths and where they could improve.
- 2.5 Each class performs an assembly towards the end of every term – this is an opportunity for the children to show what they have learnt in their Research Project or particular area of the curriculum.

3 Key skills and inclusion

- 3.1 At our school we teach key skills to all children, whatever their ability and individual needs. The teaching of key skills is part of the school's policy of providing a broad and balanced education to all children. In our teaching we provide learning opportunities for all pupils. We strive hard to meet the needs of those with special educational needs, those with disabilities, those with special gifts and talents, and we take all reasonable steps to achieve this.

4 Assessment for learning

- 4.1 There are no formal tests for key skills, however teachers' assessment of the children's knowledge and understanding is ongoing throughout each Research Project. They regularly set tasks that encourage the to apply the skills that have learnt. The tasks are designed so that the teachers are able to see, from the children's responses, whether they are working towards/at age related expectations or at greater depth. This ongoing assessment then informs the subject specific assessment documents which staff complete at the end of the year.
- 4.2 The class teacher comments on each child's progress in the annual school report to the child's parents.

5 Monitoring and review

- 5.1 The headteacher and the deputy headteacher monitor the way in which key skills are integrated into the curriculum, as part of the regular monitoring of teachers' planning.
- 5.2 The class teacher evaluates a child's progress in key skills. This forms part of the teacher's regular assessment of each child's progress
- 5.3 The governing body's curriculum committee is responsible for monitoring and reviewing this Curriculum policy.



