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# St. Joseph’s School & Nursery

**Curriculum Policy**

**Introduction**

The curriculum at St Joseph's is designed in accordance with the school's aims. We provide a positive, optimum environment which will develop the skills and attitudes required to be an effective lifelong learner. We have high expectations for every child at our school and offer innovative teaching in a stimulating environment. Through our Christian ethos we encourage everyone to love, respect and understand themselves, others and the multi-faith world in which they live.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills and self-belief, so that they achieve their true potential.

**Entitlement**

Pupils are entitled to:

* a broad and balanced curriculum that prepares them for the following academic year
* experience a wide range of enjoyable and effective teaching and learning experiences
* regular assessment that impacts on future learning
* differentiated work and support so it is inclusive for all
* develop their abilities by receiving high quality oral and written feedback
* have their achievements celebrated
* pupils with Special Educational Needs have an IEP that sets out how they will be supported to meet their specific needs

**Organisation and planning**

The curriculum is planned in three phases. We have a long-term plan for each year group. This indicates what topics are to be taught in each term. Long term plans change on an annual basis.

Medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Frameworks for our school, we take our medium-term planning from the guidance documents. These are then modified and combined to suit the mixed year groups or to fit in with topics with strong cross-curricular links where this is possible. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Early Years Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term.

Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. However we do emphasis the need for cross-curricular work which links into the creative curriculum approach and this is built in to the long, medium and short-term plans.

**New National Curriculum September 2014**

As an Independent School we choose to adhere to government requirements in order to meet national standards and allow children to perform to the best of their ability. We ensure they can participate and be compared in national testing.

At St Joseph’s, the academic year 2014 – 2015 is a transition year between the old curriculum and new. We feel this is important because the new curriculum is more academically demanding and the children need time to adjust. We are planning using the best elements of the New National Curriculum and assessing children against existing criteria this year.

2015 – 2016 the transition will have lead us to the point when we can plan, teach and assess to the new curriculum.