



Curriculum Policy

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1. Vision

As a Christian community, Sacred Heart School will empower all children to recognise and fulfil their unique potential; celebrating all God's children as individuals, respecting and valuing difference. Through this, we will prepare the children to embrace and contribute positively to our ever-changing world.

Promise

With God's guidance we promise to

- Create a supportive, nurturing environment in which every child is encouraged to explore their potential, to express their individuality and to develop confidence without fear of failure.
- Commit to the continuous professional development of all staff. To ensure our best understanding of each child's needs.
- Deliver a curriculum that is engaging, challenging and fosters independence.
- Lead by example, demonstrating the values of the Catholic Church and respect for all; preparing children for their journey through life.
- Build cooperative relationships with families and the wider community.

Our Strategic Priorities

Organise:

Educational opportunities effectively to create a positive culture for learning.

Plan:

Future goals with a Christian vision which allows everyone to reach their full potential.

Collaborate:

With the school, parish and wider community to share, learn and support.

Nurture:

A Christian community where all share unconditional opportunities for learning and are encouraged to develop wholeness.

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
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3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. They monitor the subject area, source training opportunities, disseminate developments/training, share good practice, make bids for resources and maximise the use of school resources etc.

4. Organisation and planning

Breadth & Balance

The curriculum at Sacred Heart School is led by the humanities units, which have a different foci each term. High quality texts are used as a stimuli for each unit. These units of work, enable school to deliver its curriculum principles and entitlement whilst ensuring coverage of the statutory requirements of the national curriculum.

The school's Curriculum Grids demonstrate how the school achieves breadth and balance, whilst ensuring there is a progression of knowledge and skills across all year groups. Staff follow an ambitious, spiral curriculum, where concepts are revisited and developed, allowing sequenced knowledge to be deepened.

School's approach to learning ensures the children achieve both knowledge and skills. Pupils are provided with subject-specific vocabulary and knowledge that allows them to build links and enhance their learning within and across other subjects.

There is a medium-term overview of the intended learning for each class, making links between subjects where possible but teaching some aspects as discrete subjects, where necessary, as we recognise that each subject is its own discipline.

Spiritual, moral, social and cultural development

As a Catholic school, we follow the Come and See RE Programme which staff use to help guide the children on their Faith Journey. The school's Chaplaincy Team also help the school to be a community of faith, developing good relationships within and beyond the school community. The Chaplaincy Team help the children support Liturgy, prayer and the spiritual life of the school, support the school in its Mission Statement and involve their peers in fundraising for charities.

In addition, the Spiritual, moral, social and cultural development of the children is addressed through the RE scheme, PSHE Policy, RSE Policy and the general ethos of the school.

Through debate and the work of the Global Guardians, Sacred Heart School is proud to be developing the UN 17 Global Development Goals. This also helps the children understand more about British Values and their role in society.

As a Catholic School, the curriculum at Sacred Heart School is inspired by the teachings of the Gospel. At Sacred Heart School we promise to deliver a curriculum which is engaging, challenging and which fosters independence.

The activities we offer at Sacred Heart School are designed to encourage and promote the intellectual, personal, social, physical, creative, spiritual and moral development of our pupils. We aim to help our children and young people to learn to: understand others; to value diversity whilst also promoting shared values; to promote awareness of human rights; and to develop the skills of participation and responsible action.

Our curriculum includes the 'hidden curriculum', that is, what the children learn by the way they are treated and from how they are 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 their knowledge and skills. We aim to enable children to make a positive contribution to their school community and the wider community as well. The curriculum is the means by which our school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Entitlement & Enrichment

The curriculum at Sacred Heart School includes not only the learning which occurs in the classroom, but also the extra-curricular activities which we provide to enrich the experiences of the children.

The Core Offer for all children includes entitlement to the following as a minimum:

Access to

- Experienced, dedicated staff who have high expectations of all children.
- Highly trained teaching assistants who are able to deliver specific interventions as well as provide in-class support.
- Read Write Inc- a systematic and consistent approach to the teaching of phonics and early reading, including reading books which match phonics knowledge.
- At least one whole class educational visit per year.
- One key stage or whole school science trip in the spring term.
- A fully themed Science Week at the beginning of March every year.
- Collaborative work with the Advanced Manufacturing Research Centre in Sheffield.
- External visitors such as Zoolab, poets, and theatres visiting school.
- An immersive classroom with a themed doorway and themed reading area.
- Whole school themed days with opportunities to dress up and be fully immersed in the whole school theme.
- An engaging and exciting curriculum.
- Regular Showcases for parents and the wider community to display written work, drawings and models made by the class. An opportunity to perform poems and songs at the showcases.
- TASC wheel activities to develop independent learning skills.
- The use of KAGAN structures to build self-confidence and social skills.
- Quality maths teaching through the Mastery Maths approach.
- The expertise of visiting professional sports people such as Sheffield United, to develop a range of sporting skills eg cricket and rugby.
- Cross curricular global learning including work around the UN Sustainable Development Goals.
- A fully themed Global Week which focuses on a different continent, or country, each year.
- A specialist PE teacher.

Opportunities to:

- Participate in Advent and Lenten services in church.
- Read prayers and scripture and perform liturgical dance in church.
- Read at a variety of whole school and class Masses/services.
- Be a member of the School Council, Sports Council, or Chaplaincy Team.
- Extend writing skills through the half termly Big Write sessions.
- Develop reading skills through the Reciprocal reading approach in KS2.
- Purchase 'additional' music lessons such as guitar, violin, woodwind, drums.
- Attend a range of extra-curricular activities such as: craft; cooking; French; cheer leading; Ultimate Frisbee; badminton; Lego; gymnastics; handball; netball; basketball; and many others.

Assessment

Assessment grids are used by staff to ensure full coverage of all aspects of the curriculum. These grids move with the class and, at the end of each academic year, they are passed up to the next staff member who will see where any gaps may have occurred. It is expected that all staff, on an ongoing basis, will work to address any gaps which may have arisen.

Staff are responsible for ensuring full coverage of the Curriculum Grids and held to account by the Senior Leadership Team.

Topic Evaluation Sheets are completed at the end of each term/topic and those children struggling to achieve specific skills and knowledge are highlighted for future support.

Impact Marking Sheets allow staff to look in more detail at any common misconceptions which may have arisen and to then adapt future learning in order to address this.

By using ongoing assessment, this allows staff to check pupils' understanding of the main curriculum elements and to respond appropriately through teaching. The information gained through assessment is used not only for identifying gaps in pupils' knowledge, skills and depth of understanding, but also to inform and improve future curriculum design.

Teaching Narrative

Staff develop a series of lessons which deliver the planned curriculum. Staff lesson plans show the finer detail, plotting the narrative for each theme, resources needed, key vocabulary and key questions to ask. In addition, these plans detail how pupils will be supported and what deepening activities will be offered. They show the starting point for each theme and how it will develop.

In planning a sequence of lessons, staff recognise that repetition of content and regular retrieval of knowledge are essential elements in promoting the acquisition of core knowledge and efficient recall from the long-term memory.

Early years staff are trained to deliver the Read Write Inc programme - a systematic and consistent approach to the teaching of phonics and early reading. Through this, the children learn to blend sounds together for reading and how to segment words for spelling and use phonetically decodable books at an appropriate level.

Resources

Staff identify high quality resources needed to help deliver the curriculum, as a good quality curriculum needs good quality resources. These resources include human resources, practical equipment, commercially produced schemes of work and other teaching resources.

Trips are planned, visitors identified, resources are purchased as necessary. Local and community resources are used as much as possible eg Rivelin Valley, Yorkshire Wildlife Park, Whirlow Hall Farm. Other resources are kept in topic boxes in school so they may be used in subsequent years.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our SEND Policy.

6. Monitoring arrangements

: Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Individual governors being assigned to specific curriculum areas eg Maths, English, Science, SEND etc
- Governors visiting school to meet with curriculum leaders, talk to the children and to look at the children’s work; producing a brief written account of their visit, which is shared at full governing body meetings.
- Reviewing key documents pertaining to the school’s curriculum: The Curriculum Review document, Curriculum Action Plan and School Improvement Plan
- Questioning the Senior Leaders
- The work of the Education sub-committee

Curriculum leaders monitor the way their subject is taught throughout the school through:

- Book and planning scrutiny
- Talking to the children
- Learning walks
- Monitoring against specific non-negotiables
- Arranged PDMs

Curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

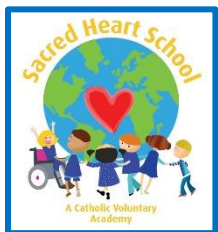
This policy will be reviewed bi-annually by the headteacher and the Education Sub-Committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment Policy
- SEND Policy
- Equality Duty Policy
- RE Policy
- RSE Policy
- Maths Policy
- English Policy

Due to all schools in England being in lock down from March 2020, the curriculum at Sacred Heart School has been amended accordingly, with staff initially working to a Recovery Curriculum, as detailed here.



September 2020

Recovery & Regrowth

INTRODUCTION

From September, the Government expects all children to return to school. Understandably, many parents/carers are anxious about this so we have created this booklet in the hope it will allay some of those fears, whilst clarifying what school will look like in September.

There is a lot of news reporting about a 'recovery' curriculum and what this should look like. Every approach must consider the unique context of each school and the community that it serves, therefore our approach is tailored to Sacred Heart and might therefore look different to that of other schools. Our approach follows research from a wide range of sources and will be regularly evaluated and adapted according to the needs of the pupils.

Underpinning all policies and approaches of our school is our school mission and vision; these are the foundations of our recovery curriculum. We view this as an opportunity to strengthen our good practice and further improve the experiences of all our pupils.

VISION

As a Christian community, Sacred Heart School will empower all children to recognise and fulfil their unique potential; celebrating all God's children as individuals, respecting and valuing difference. Through this, we will prepare the children to embrace and contribute positively to our ever-changing world

CATCHING UP

Many children, throughout their school life, miss out on their education for a variety of reasons, but children who have missed school in the past are still able to catch up.

It is important to understand, that there is no 'quick fix' to this catch up; schools are not about to gather a host of volunteers to come in for Summer School with the expectation that all the children will have caught up by September. A far more gradual, sustained approach is required. For this reason, we will have a phased approach to what happens in school.

PHASE 1- PREPARATION

This is by far the most important phase but one that in many tasks in life we can skip through too quickly to get to the more exciting parts, where the results are more obvious. Rushing through this part may initially show results, but these are unlikely to be maintained. So this phase is about preparation; it will include behaviour, mental health and well-being, physical health, relationship building and health and safety.



PHASE 2- PLANTING THE SEED

Our pupils will not come back to school like a blank tab, they will have some knowledge in their long term memory and lots of experiences (positive and negative). This knowledge may be 'hidden' within or may be obvious just by looking at it. During this phase we will use what the children already know, the familiar, to start the growth process. We may begin to plant new knowledge. This phase will focus upon retrieving what they already know, assessing learning loss, building confidence and using the environment created in phase one. We need to consider which are the 'right seeds' to be planted and which things are not needed yet but also think about timing – just like seeds are planted at different times of the year, so too we will need to think about when we teach things.



PHASE 3- NEW GROWTH

As a young plant starts to grow, it can be too easy to assume that now that it is growing, we can abandon some of the care and protection that we give. During this phase, as in phase 2, maintaining the right conditions for growth, is paramount; assessing needs, providing scaffolding. Success will help children build strength and continue to grow.

PHASE 4 – BLOSSOMING

This is when we can celebrate that end result. The final product will be different for every year group and for each child; it may look quite different to what has been previously seen. But we need to think about the long term aims, this is not about just whilst the pandemic is here, we are thinking about the whole lives of the pupils and the whole school community.



CURRICULUM

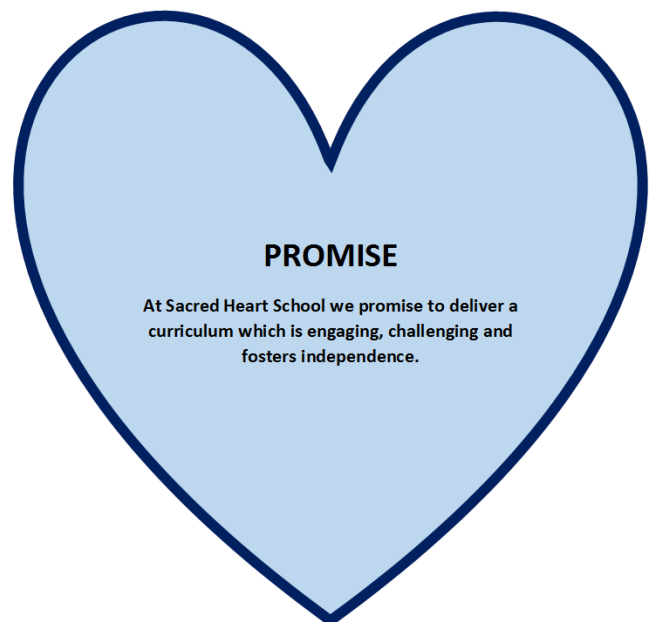
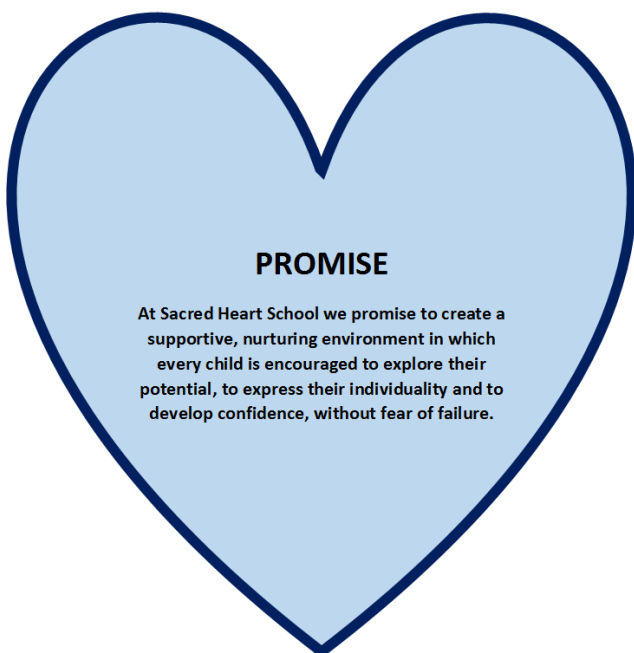
Over recent weeks, since the return of some children, school has delivered a reduced curriculum, which has particularly focused on the children's mental health and wellbeing. From September, we will be in a position to scale things up and return to a fuller curriculum offer.

Although it has been suggested schools offer a reduced curriculum of English and Maths, research shows that spending more time on these subjects does not lead to greater progress. So we will gradually be reintroducing our full curriculum, which has been carefully sequenced, is broad and balanced.

At Sacred Heart School, we have a strong curriculum with a clear rationale and we will continue to use what we know works best for our children. For example, our youngest children will once again experience the Read, Write, Inc phonics programme and Mastery Maths. Children will hear and experience high quality texts in English, and through history and geography topics too; debating and science investigations will all resume. The children will revisit our school values through RE and PSHE, whilst being given opportunities to explore feelings, emotions and wellbeing.

Staff will revisit skills and knowledge which may have been missed or forgotten; pre-teaching and same day interventions will help to support any child who is not keeping up; gaps will be identified through assessment and then addressed through a clear teaching sequence.

Should it be necessary to close school at any time in the future, perhaps due to a local lock down, then school is ready to go with a full remote learning offer immediately.



Sacred Heart School- Tiered Approach 2020-21

1

Teaching

- Focus on critical aspects we need to teach well eg early reading, phonics, maths
- Quality First Teaching supported by evidence- informed CPD for teachers and support staff.
- A knowledge-rich curriculum
- A broad and engaging curriculum that focuses on vocabulary acquisition.
- High quality phonics and early reading taught through RWI.
- Curriculum 'essentials' for Reading, Writing and Maths are identified and taught / revisited across wider curriculum subjects.
- Maths Mastery approach supported by DHT
- Social & emotional learning (SEL) is embedded within school routines including regular emotions check-ins and time for calming activities.
- SEL core competencies are regularly and explicitly taught by all teachers

2

Targeted academic support

- Same-day, in-class intervention
- Specific intervention programmes led by Teaching Assistants:
- Literacy & Numeracy interventions: NIP, VIP, LEAP, Number Sense, Numbers Count, Talk4Number
- Mentoring sessions for specific children, focused on self-awareness, self-management, problem solving & social skills.
- Art therapy
- Collaboration with professionals to support the needs of children with FHC.

3

Wider strategies

- Access to breakfast club
- Pastoral support
- Reading for Pleasure project to encourage wider reading
- Use of Thrive to measure SEL
- Outdoor learning as much as possible
- PSHE policy outlines learning from EYFS-Y6

