



## Our Lady of Lourdes Catholic Primary School

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THE ARCHDIOCESE  
of BIRMINGHAM

### Curriculum Policy - Statement of Intent

Our vision for Our Lady of Lourdes Primary School reflects a passionate commitment to learning and recognition of the uniqueness of individual learners. It is driven by our desire to offer the best possible education for our pupils in partnership with parents, the church and the local community.

Our Lady of Lourdes primary school:

*'promotes a Christ-centred, caring environment, where individuals develop their full potential, and achievement is celebrated.'*

At Our Lady of Lourdes Catholic Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

#### Curriculum intent

Our Lady of Lourdes Catholic Primary School's mission is 'Learning with God as our Guide.' Through our curriculum 'Guided by the Light', we strive to develop the skills, knowledge and learning attitudes of our pupils so that they may become the best that they can be.

Our Catholic virtues, closely linked to the Religious Sisters of Charity and the heritage of the school, help children to develop their social and moral code as they build their sense of uniqueness and self-worth as an individual. We believe all children, including those with special educational needs deserve the opportunity to nurture their individual talents and to achieve their true potential. We aim to encourage the children to develop their understanding of their local and national heritage and their role in modern Britain today. We encourage them to embrace all that multi-cultural Britain has to offer them and develop their understanding of the global world, within which they are a citizen of the 21st Century.

We teach the English National Curriculum and give high priority to teaching the fundamentals of reading, writing and Maths, every day, to ensure that all pupils acquire the basic skills for learning and life. These skills are used and practised across other subjects, through the ten big ideas outlined in the Cornerstones curriculum and outlined below. We give children opportunities to work on their own, in pairs and in groups.

We value the importance of talk as a tool for learning and invest time in this. It is important to us to provide a broad range of exciting, relevant and creative opportunities that enrich our children's learning, such as: wow events, trips, visitors, outdoor learning in our school grounds and links with our parish church. Our school also has specialist coaches/teachers for Music and PE

We are extremely proud of the role our Catholic Ambassadors play in the Catholic Life of the School. Having been elected by their classmates, the Catholic Ambassadors are expected to set an excellent example of the virtues of our faith to others. They are also involved in prayer times, Assemblies and the planning and assessing of the quality of Collective Worship.

During a pupils' time at Our Lady of Lourdes Catholic Primary School, they will have many opportunities to enjoy a variety of creative and sporting extra-curricular activities, such as: athletics, football, dance, choir, cooking and art. We have an active school council who meet regularly with a member of the school staff. These meetings are held in an informal, but purposeful, manner. During these meetings; the Council members bring forth any suggestions or concerns from their fellow class mates and items for discussion may be brought forward from Staff. They are encouraged to voice their opinion about school matters in a constructive manner and ensure they are communicating with and, on behalf of their classmates. It is a great honour to be a member of the School Council.

Children leave Our Lady of Lourdes with a sense of belonging to a diverse and Christian community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

### **Mission statement**

Our school mission statement is at the heart of everything we do and instils our vision as 'We Learn with God as our Guide'. Specifically, through our faith in God we are guided to:

- Follow Jesus on the path of spiritual awareness and moral responsibility.
- Allow everyone's successes to be celebrated and rewarded.
- Involve our whole school and parish community to ensure we are safe and nurtured.
- Teach others by setting a good example based on the Gospel Values and Virtues.
- Have high expectations and ambitions that challenge us to be a worthwhile member of the global family.

Our school motto originates from the Religious Sisters of Charity who founded our school, "Caritas Christi urget nos". It means "The love of Christ fills us with enthusiasm".

### **General principles**

Our curriculum will give children the opportunity to:

- make a positive difference to themselves and the world by putting their beliefs and school virtues (Catholic Pupil Profile) into action.
- develop a rich and deep subject knowledge.
- develop the skills of reflection, discernment, critical thinking, and deciding how to act in accordance with an informed conscience when making moral decisions.
- explore the breadth and depth of the national curriculum.
- experience the challenge and enjoyment of learning.
- develop and demonstrate their creativity.
- develop new skills through a variety of interesting contexts.

## **Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Relationships and Health Education Policy
- More Academically Gifted and Talented Policy
- SEND Policy

## **Roles and responsibilities**

The Local Governing Board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Principal, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

The Principal is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers.
- Communicating the agreed curriculum to the Local Governing Board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the Local Governing Board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.

- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the Principal.
- Developing weekly lesson plans in collaboration with colleagues and sharing these where required.
- Collaborating with the Principal and the SENCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCo and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Principal.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Supporting and offering advice to colleagues on issues relating to their subject or curriculum area.
- Monitoring pupil progress and reporting on this to the Principal.
- Providing efficient resource management for their subject area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCo is responsible for:

- Collaborating with the Principal and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### **Organisation and planning**

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least one break (lunch).

In general, lessons will be separated into three core stages:

- Introduction to the topic and thinking time – this is the time where lesson objectives will be set.
- A main teaching event – this will vary day-to-day based on the teacher's plan.
- Plenary – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

The different learning techniques include:

- Using different kinds of questions to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- Opening discussions around topics so pupils can learn from their peers and learn how to hold conversations with others.
- Holding structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- Using assessments to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- Role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- Labelling, ordering and identifying key themes within texts, dialogues and films to help pupils' coordinate series of events.
- Written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in section 6 of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

### **Subjects covered**

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths

- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (KS2 only)
- Geography
- History
- Music
- PE

### **PSHE**

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The schools will hold five PSHE days per year. Topics covered within these PSHE days are:

- Anti-bullying
- Celebrating different cultures
- Environmental issues
- Crime and punishment
- British values

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

### **Reporting and assessment**

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

Results of informal assessments will be recorded and reported back to the Principal, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the Principal, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

### **Equal opportunities**

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

### **Supporting pupils with SEND**

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups once a week to work on topics covered in lesson to ensure they do not fall behind their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

### **Extra-curricular activities**

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

**Monitoring and review**

Any changes made to this policy will be communicated to staff and parents.

Dated: July 2021

To be Reviewed: July 2023, or earlier if required