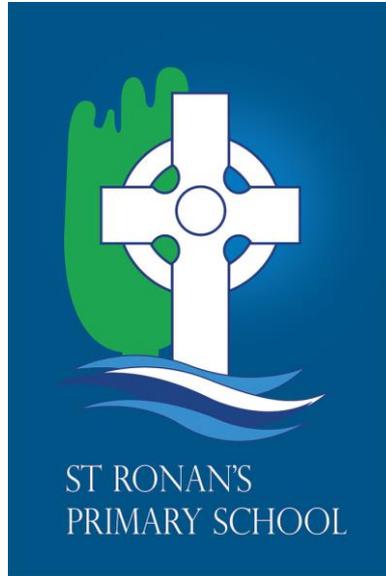


St. Ronan's Primary School / Newry



Curriculum Policy *Statement*

Principal: Mr. K. Donaghy (B.Sc(Hons), P.G.C.E, M.Ed)

Phone Number: (028) 3026 4996

Twitter: [@stronansps](#)

Email: info@stronans.newry.ni.sch.uk

Website: www.stronansnewry.com

Mission Statement

We the Governors and Staff of St Ronan's believe the school to be a vital part of the Catholic Community. We are firmly committed to:

- the aims of Catholic Education
- providing a broad and balanced curriculum to ensure that our children develop their full potential
- developing positive relationships within our school and with our parents and the wider parish community
- creating a welcoming educational community centred on Christ so that His values and Gospel message pervade the whole life of our school
- establishing a caring Catholic ethos with a positive pastoral care system
- fostering within our children the ideals of tolerance of, respect and understanding for different faiths and cultures

Our School Values:

- Happiness and enjoyment
- Effort, attitude and perseverance
- Team, school and community spirit
- Honesty, fairness and trustworthiness
- Respect and tolerance
- Politeness, kindness and caring
- High standards of behaviour
- Partnership

School Ethos

St Ronan's Primary School sets out to create a caring and supportive environment, where all children can develop intellectually, emotionally, physically, socially, morally and spiritually.

In addition, the delivery of the curriculum is designed to develop interest and motivation in children using enthusiastic teaching and interesting and relevant learning activities.

- Children are encouraged to achieve high standards and are given as much help as they may need in order to achieve success.
- There are many extra curricular activities that encourage co-operation and discipline through team games. Children are further encouraged through a variety of musical/dramatic productions to develop self-discipline.
- Within this context there is a code of discipline that is consistently enforced to ensure that the education of children take place in an orderly and caring environment.
- Through continual monitoring of individual children's achievements, class teachers provide work pitched at a level that challenges each child yet does not frustrate.
- Good relationships within the School are vital. The staff set an example by working well together with a harmony of purpose and providing an interesting and caring environment within their classrooms.
- As part of the pastoral dimension of the School, children are taught how to care for others, to respect other people's points of view and to respect property. Children are encouraged to contribute to charity and to help people who are less fortunate than themselves.

We are a catholic maintained co- educational school seeking to promote throughout the school community an ethos, which reflects the Christian teaching and values.

We see the school as part of the wider community, responsible to it and providing an important community service. We take seriously our links with the community and encourage the involvement and interests of parents and others in the welfare of individual children and the school as a whole.

We seek to provide an excellent educational service - one that is planned and developed to the highest professional standards so that each pupil may benefit to the full.

Curriculum Policy

1 Introduction

- 1.1 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 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, so that they achieve their true potential.

This policy is to be read within the context of Subject curriculum policies. It provides an overview of the school's vision for curriculum entitlement and forms the basis for all other curriculum policies.

2 Values

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 These are the main values of our school, upon which we have based our curriculum:
- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
 - We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
 - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
 - We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3 Aims and objectives

We aim to provide an education that enables all pupils to reach their full potential and take their place as full, active members of society with the abilities to be able to contribute to it and benefit from it.

To do this, the curriculum that we provide aims to be broad, balanced and relevant to all pupils and differentiated to meet their individual needs. It will allow pupils to develop a wide range of skills, concepts and knowledge and equip them for the next stages of their development whether academic or to enter employment. The individual is at the heart of the curriculum.

The general aim of St. Ronan's Primary School is to provide a Christian/Catholic atmosphere, in which children can continue to develop intellectually, socially, physically, emotionally and spiritually. Religious Education pervades the whole school and is based on the "Alive O" and "Grow in Love" programme.

Since September 2009 the Curriculum for Primary has changed and is now based on Revised Guidance.

The Revised Curriculum focuses on infusing skills and capabilities across the Learning Areas.

The **Thinking Skills** are:

- Managing Information,
- Thinking Problem solving and Decision making

And the

Personal Capabilities of

- Being Creative,
- Working with Others,
- Self Management

Revised Curriculum Learning Areas

The areas of study included in the Revised Curriculum are:

- Communication & Literacy,
- Maths & Numeracy,
- ICT,
- The World Around Us (History, Geography, Science & Technology),
- The Arts (Music & Art),
- P.E.,
- Personal Development and Mutual Understanding (PDMU)

- 3.1 The aims of our school curriculum are:
- to enable all children to learn and develop their skills to the best of their ability;
 - to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
 - to teach children the basic skills of literacy, numeracy and information technology (ICT);
 - to enable children to be creative and to develop their own thinking;
 - to teach children about their developing world, including how their environment and society have changed over time;
 - to help children understand our cultural heritage;
 - to enable children to be positive citizens in society;
 - to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
 - to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
 - to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Ensure that all pupils reach their full potential through-

- an emphasis on the skills of literacy, numeracy and communication
- providing a curriculum that is relevant to all pupils
- identifying particular needs and providing resources to address them, including appropriate extension for more able pupils
- recognising and valuing the different talents of pupils
- creating a stimulating environment which celebrates pupil achievement and encourages excellence
- providing suitable resources to enable staff to deliver the curriculum in the most effective way

Develop assessment and monitoring strategies which inform planning and ensure pupils make good progress through –

- insisting on high standards of work
- involving pupils in assessment and evaluation of their work so that they are aware of what is expected of them
- using assessment to plan future learning based on challenging targets
- ensuring progress is monitored continually
- keeping parents fully informed of both achievements and targets for improvement (see reporting policy)
- giving informed advice regarding a range of career opportunities

These aims are embedded in the school's commitment to provide equality of opportunity for all pupils regardless of race, creed or gender through

- providing a community which recognises and values the contributions of all pupils and their communities
- developing strong links with the school community and actively seeking to involve them in the life of the school
- tackling incidents of racism/sexism/bullying as they occur

4 Organisation and planning

- 4.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis and our half termly planners are evaluated at the end of each teaching cycle.
- 4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents.
- 4.3** 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.
- 4.4** In the 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 Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5** At Key Stage 2 the curriculum at our school places a greater emphasis on the subjects than it does at Key Stage 1, and we teach these subjects separately or as part of a topic. This means that, for example, a child may concentrate in one term on a history topic, 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 Curriculum subjects.

5 Children with special needs

- 5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3** The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 The Foundation Stage

- 6.1** The curriculum that we teach in the FS classes meet the requirements set out in the revised Curriculum at Foundation Stage. Our curriculum planning focuses on Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the FS classes build on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the other pre-school, primary and post primary providers in the area.
- 6.3** During the children's first term in the P1 class, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.
- 6.4** We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

7 Key skills

7.1 The following skills have been deemed 'key skills' in the revised Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2 In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8 The role of the subject leader

8.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 The school gives subject leaders non-contact time (directed time) each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the Curriculum and that progression is planned into schemes of work.

9 Monitoring and review

9.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its annual cycle of review and development.

9.2 The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the long term, medium term and lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Curriculum, and that all lessons have appropriate learning objectives.

9.3 Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.