

As a Catholic School, everything we do is rooted in our religion. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and the love of learning-

The delivery of the curriculum is according to these key principles:

Learning should:

- be inclusive and enjoyable

(Challenge should be an important element of that enjoyment. We are more likely to learn when we are motivated, feel valued and see the relevance of what is being taught. We learn best in an ethos where achievement is celebrated and honest error is not disparaged but welcomed as a formative stage in the learning process. This ethos is the product of partnerships involving learners, teachers, parents and others in learning communities).

- meet the needs of the whole learner

(The fundamental aim of all education is the promotion and development of the human person. Our emotional wellbeing is closely linked to our ability to learn effectively. Emotional intelligence should be acknowledged, nurtured and developed. We should also encourage the ability to read and be sensitive to other people's feelings. We should encourage the development of three emotional competences: emotional awareness; accurate self-assessment; self-esteem).

- take account of multiple intelligences

(There is no such thing as a single, fixed, general intelligence. We all have much greater potential for learning than is commonly recognised. We should nurture and celebrate (at least) eight types of intelligence: visual/spatial; verbal/linguistic; logical/mathematical; bodily/kinaesthetic; musical/rhythmic; interpersonal; intrapersonal; spiritual).

- be flexible

(It takes place in fortuitous as well as planned contexts. It is both an individual and a social activity, rooted in dialogue, debate and discussion, characterised by responsible decision-making, autonomy and choice. We acquire, process and use information in different ways and at different rates. As individuals, we all have preferred learning styles. There are three main types: visual, auditory, tactile/kinaesthetic).

- create Lifelong Learners who are Active Citizens

(Such people value learning, see it as an empowering activity and actively collaborate in the learning process. Not only do they possess knowledge, they also know how to think, act and challenge deep-seated assumptions. They take responsibility for their own learning, increasingly exploiting opportunities afforded by emerging technologies. In lifelong learning, school staff should be role models).

The organisation of the curriculum:

- The curriculum is taught through discrete subjects and linked 'topic' areas where relevant.
- The Governing Body delegates to the Headteacher the decision whether to set in any subject within the school, if in the opinion of the Headteacher it best meets the differentiated curriculum needs of the children. The Headteacher will inform the Governing Body of any use of this delegated power.
- The time allocation is detailed in APPENDIX 1

Assessment which:

- is pertinent to moving the children's learning forward
- identifies success as well as developmental next steps
- is a balanced combination of self and peer assessment as well as teacher review
- can provide useful information for parents and partner professionals
- incorporates a range of assessment techniques, both formative and summative for formal (test/exams) and informal (learning reviews) uses.
- is recorded in a beneficial manner that aids monitoring from other teachers and subject leaders

SUBJECT ALLOCATION for September 2019

Lessons take place from:

1 – 9am-9.30am

2 – 9.30am-10.30am

3 – 11am-12pm

4 – 1.05-2.05pm

5 – 2.15pm-3.15pm (KS1) / 2.15pm-3.20pm (KS2)

In KS1, there are 22.5 hours of teaching time each week. In KS2, there are 23 hours of teaching time each week. Breaktimes and lunchtimes (1hr 25 mins per day) are not included, nor are assemblies (15 minutes per day).

Subject (if taught weekly)	Percentage allocation KS1	Teaching hours KS1 (approx.)	Percentage allocation KS2	Teaching hours KS2 (approx.)
Literacy	27%	6 hrs	26%	6 hr
Numeracy	24%	5 hrs 30 mins	24%	5 hr 30 mins
Science	4%	1 hr	7%	1 hr 30 mins
RE	11%	2 hrs 30 mins	11%	2hrs 30 mins
EPR	4%	1 hr	4%	1 hr
Computing	4%	1 hr	4%	1 hr
Geography/History	4%	1 hr	4%	1 hr
PE (inc changing and Daily Run)	11%	2 hrs 30 mins	11%	2 hrs 30 mins
Music	2%	30 mins	2%	30 mins
French	2%	30 mins	2%	30 mins
DT	2%	30 mins	2%	30 mins
Art	2%	30 mins	2%	30 mins
Total =	97%	22.5 hours	99%	23 hours

Enrichment takes place on the last Friday of every half-term (6 times each year), for one whole afternoon.