**St. John’s P.S.**



**CURRICULUM POLICY**

Reviewed Sept 2023

Next review 2026

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St. John’s is a rural school for pupils aged 4-11. There are seven classes, including some composites from time to time.

Our aims are appended and all staff work together to ensure we are…

***Educating for Today and Tomorrow***

This Curriculum Policy outlines how we go about achieving our mission and is guided by the Northern Ireland Curriculum.

“The Northern Ireland Curriculum sets out the minimum requirement that should be taught at each key stage. Within these requirements, schools have a responsibility to provide a broad and balanced curriculum for all children and schools should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.”

(CCEA 2009 p2-‘The Northern Ireland Curriculum-Primary’)

Foundation Stage Y1 and Y2

Key Stage 1 Y3 and Y4

Key Stage 2 Years 5, 6 and 7

Structure

There are six areas of learning:

* Language and Literacy
* Mathematics and Numeracy
* The Arts
* The World Around Us
* Personal Development and Mutual Understanding (PDMU)
* Physical Education

There is an explicit emphasis on the development of skills for life-long learning. These skills are…

Cross-curricular skills

* Communication
* Using Mathematics
* Using Information and Communications Technology

Thinking Skills and Personal Capabilities:

* Thinking, Problem-Solving and Decision-Making
* Self Management
* Working with others
* Managing Information
* Being Creative

Such a structure allows teachers and pupils to devise lessons according to areas of interest. Much of the curriculum will be delivered through subject specific lessons, cross-curricular themes and extra-curricular and inter-class activities.

Curriculum Aims

Through working in this way, the school aspires to the aim of the Northern Ireland Curriculum which is to

“empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.”

This will be achieved through the associated objectives of helping young people to develop as

* Individuals
* Contributors to society
* Contributors to the economy and environment

St. John’s sets high expectations and develops learning for life.

We demonstrate our commitment to working as a learning community by:

* Striving for continuous improvement in all that we do.
* Working collaboratively towards our shared vision
* Showing leadership in our areas of responsibility

Approaches to learning and teaching:

These are set out in detail in the school’s policy for Learning and Teaching. Approaches to learning are centred on the process of ‘Plan, Do, Review’, where account is taken of what the pupils can already do and understand. Learning is connected and through a range of assessment techniques learning improvement can be achieved.

Equality of Opportunity

Pupils have differing experiences, interests and strengths and teachers in this school plan the curriculum to meet their differing needs. There are high expectations for all pupils and all our policies recognise this. More detail is provided in individual policies and in the SEN Policy in particular.

Pupils are helped towards high performance regardless of gender, disability, race, language, culture or religious background.

Resources

Resource procurement and allocation is linked to the School Development Plan and is based on a system of audit, review and expectations of value for money and effectiveness.

There is a good record of budget management in the school which has enabled provision of many additional resources to support curriculum delivery. In addition, there is much support from the Parent Support Group and the local community to generate funds for additional resources.

A large range of resources are teacher made and allow for differentiated work activities for children.

Some resources have in the past, been acquired through additional funding sources like the Shared Education Signature Project, Erasmus etc.

Assessment, Recording and Reporting

Assessment is seen as integral to the learning process. It aids the identification of learning needs, improvement and future planning.

More detail on the place of assessment in the curriculum is provided in subject policies and that for assessment. It includes summative and formative assessment activities. It includes pupils in developing their own assessment techniques and includes self and peer assessment.

Monitoring

The curriculum is monitored in variety of ways and includes:

* Classroom observation
* PRSD
* Book scoops
* Co-ordinator logs
* Monitoring of IEPs and class tests
* Planners
* Displays
* Learning Journals
* Views of pupils and parents through suggestion boxes, surveys, meetings

Review

This policy has been drawn up in consultation with teachers and the School Leadership Group and will be subject to review on a 3-year cycle.