

St. Joseph's In The Park



Policy Title Curriculum (see also Special Educational Needs)	Date October 2018
Owner Wendy Heath-Clarke	For Review October 2020

THIS POLICY IS FOR WHOLE SCHOOL AND EYFS

Introduction

At St Joseph's In The Park, we believe that children are entitled to an education which is three-fold in that it develops an enthusiasm and joy for learning, develops knowledge, skills and talents and begins to prepare them for the opportunities, responsibilities and experiences of lifelong learning and promotes the wellbeing of every child through a broad, balanced, inclusive and exciting curriculum.

The curriculum at St Joseph's In The Park school is all the planned activities that are organised to promote learning, personal growth and development. The curriculum is the main vehicle by which children are provided with learning experiences. It includes, not only the requirements of the current National Curriculum and the preparation of pupils for entrance examinations, but also the extra-curricular activities that the school organises to enrich the children's experience and provide opportunities for children to 'shine'. It also embraces the 'hidden curriculum', namely the skills the children learn from the way they are treated and are expected to behave and the promotion of the learning competencies they need to acquire to support them throughout a life-time of learning and it actively seeks to promote the wellbeing of each child. We seek the highest standards of attainment for all our children and to provide a carefully balanced curriculum which supports children to become reflective, independent learners.

Values

Our school curriculum is underpinned by the values 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, learning habits and understanding of personal wellbeing they will need in order to lead fulfilling lives.

Our school is in full agreement with the statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England 2014 to offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

These are the core values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful. We provide opportunities for all our pupils and strive to meet the needs of all children, and to ensure we meet all the statutory requirements regarding inclusion.
- We value our environment and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims

The school aims to have a curriculum which:

- is designed to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- promotes positive attitudes towards learning so that children enjoy coming to school and acquire a thirst for lifelong learning
- creates and maintains an exciting and stimulating learning environment where pupils are encouraged to take challenge in their learning
- is designed so that subject matter is appropriate to age and aptitude of pupils, including those with a statement, and all pupils have the opportunity to learn and make progress
- aims to develop pupils as independent and reflective learners and to develop their ability to learn
- promotes high standards in all learning and teaching
- develops physical skills and recognition of the importance of a healthy life style
- encourages children to develop an understanding and appreciation of different beliefs and cultures
- allows scope for children's talents and interests and helps them to prepare for the opportunities, responsibilities and experiences of adult life.
- promotes children's self –esteem and emotional wellbeing.
- encourages respect for the environment and society

The principal language of instruction is English and lessons are delivered and written in spoken English. Personal, social, health and citizenship education reflects the school's aims and ethos and religious education is also provided for all pupils. Aspects of Religious Education may also be delivered through Assembly.

Where pupils are below compulsory school age, a programme of activities is provided which is appropriate to their needs.

The Early Years Foundation Stage

The curriculum that we teach in the Pre School and Reception class meets the requirements set out in the revised Early Years Foundation Stage framework of 2012.

The EYFS has seven areas of learning and development (three prime areas and four specific areas)

Prime Areas of Learning and Development.

Communication and Language
Physical Development
Personal, Social and Emotional Development

Specific Areas of Learning

Literacy
Mathematics
Understanding the World
Expressive Arts and Design

The areas of learning and development are delivered through carefully planned purposeful play and learning, with a balance of adult-led and child-initiated learning. All the areas of learning are important and inter-connected.

The Early Learning Goals establish expectations for most children to reach by the end of the Early Years foundation stage. They are organised into the areas of learning and development to provide a basis for planning throughout the EYFS, thus laying secure foundations for future learning. By the end of the EYFS, many children will have exceeded the goals. Other children will be working towards some or all the goals.

Children progress and develop at different rates and their levels of achievement will vary. Careful records are kept throughout a child's time in the Early Years Foundation Stage. These records take the form of samples of work, written observations and photographs. The children are assessed both formally and informally and this gives staff an indication of how the child is progressing and highlights any areas that need to be addressed. We observe how the children learn, taking note of the characteristics of learning: Active learning, Creating and thinking critically, Playing and exploring.

Teaching in the reception class builds on the experiences of the children in their Pre School learning. Soon after the children have entered the reception class, the teacher will assess the skills development of each child and complete a baseline assessment. This assessment forms an important part of the future curriculum planning for each child.

We recognise parents as the child's first educators. We believe that all children need the support of both 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 how the children are being taught, how well each child is progressing and our observations relating to individuals' abilities and strengths. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

At the end of the summer term, the Reception class teacher will assess the skills development of each child and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

At St Joseph's In The Park, within the Pre School setting, we adhere to the regulatory requirement of the Early Years Foundation Stage in our Kindergarten, Nursery and Reception.

Key Stage 1 and Key Stage 2

In Years 1 and 2 and all Junior Classes (Key Stages 1 and 2), we utilise the current National Curriculum as the framework for our curriculum development and planning. We also make use of Hamilton Trust and Abacus Mathematics for some of our planning in both Key Stages.

We plan our curriculum in three phases:

1. Long term plans exist for Key Stage 1 and Key Stage 2. These indicate what is to be taught in each term, and to which year groups of children. We review this long-term plan on an annual basis.
2. Through our medium term plans, we give clear guidance on the objectives and teaching strategies for each topic.
3. Some teachers may also write plans on a weekly or daily basis. These are used to set out the learning intention for each session and to identify what resources and activities are going to be used in the lesson.

KS1 Subject teaching can be topic based. Curriculum provided in English (speaking & listening, reading and writing), Mathematics, Science, Humanities, Art and Design, Physical Education, PE, Music, DT and Computing. RE and PSHE are also taught. French is taught in Year 1 and Year 2.

Pupils in Years 3 to 6 are taught the following subjects in the following table. Art, Music, STEM and Languages are all taught by specialist teachers.

Curriculum Area	Subjects
Core Academic	English, Maths and STEM
Languages	French (from Pre-school)
Humanities	History*, Geography*, Religious Education
Creative Arts	Art & Design*
Performing Arts	Music, and Drama, Dance
Sports & Outdoor Activities	Games, Physical Education, Swimming, Forest Schools (EYFS)
Life Skills	Computing, PSHE, Mindfulness, Extra Curricular Activities, Year 6 Opportunities Week

*In the Infants and Juniors, we teach some foundation subjects through a creative thematic curriculum (CTC). Each Junior class generally has three broad topics; one for each term. The aim is to deliver the subjects in a way that is meaningful and relevant to children in order to facilitate motivation and interest in learning. See Appendix 1.

On Thursday afternoon, the school runs a session of activities known as 'Kaleidoscope'. These sessions offer an enrichment of opportunities for Junior classes in Art and Design, Technology, Music and Sport and where possible, are offered for children to experience 'taster' sessions in aspects of those areas that they may not as yet explored. In Year 6, all children undertake an opportunities week intended to expand their horizons by giving them the opportunity to engage with the local community or improve life skills in readiness for their transition to secondary school.

Extra-Curricular Activities

The curriculum is further enriched by a wide and varied programme of clubs and sporting activities that take place outside the formal curriculum. All pupils have the opportunity to take part in the programme of sports matches but other activities are optional. Some clubs are offered to particular age groups and some clubs are only available to children who have shown a particular aptitude in that area of the curriculum. A full list of extra curricular activities is produced on a termly basis.

Communication

At the start of each term, Programmes of Study are published to parents identifying key learning in each subject. Please refer to Communication Policy paragraph 4.

Language of Learning

As learners at St Joseph's In The Park School, children have many opportunities to develop and hone their capacity to learn. Throughout the curriculum and in sessions attributed to

independent/reflective learning, the children will experience opportunities to allow them to gain knowledge, enhance their understanding and develop a broad range of skills designed to help them become better learners and equipped for lifelong learning.

As a school, we have introduced a Future-Smart education in order to develop values, skills and attitudes that children require to become more effective learners, in a future which is both challenging and uncertain. We are developing the following learning habits:

Flexibility of mind
Good Judgement
Curiosity
Persistence
Reflectiveness

These learning habits are evident in the 'split-screen' approach to our daily teaching, which addresses both the knowledge and learning attributes needed to perform the task. It is also apparent in our awards in Friday Assemblies and in the praise and verbal feedback afforded to children in our reporting to parents.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. In the main cohort, if we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we do this only after their parents have been consulted.

If children have learning difficulties, our school does all it can to meet the individual needs and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having learning difficulties then his/her teacher, together with the Head of Learning Support, makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's need within normal class organisation. Please refer to the SEN policy for a detailed explanation.

The school raises an Individual Target Form (ITF) for each child who is on the special needs register. This sets out the nature of the special need and outlines how the school will aim to address it. The ITF also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Please refer to the Able, More Able and Talented policy for further explanation on how we meet the needs of higher achievers.

We are committed to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that children with disabilities are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities or the teaching materials may be adapted.

Monitoring and Review

The Head, together with the Deputy Head, is responsible for the day-to-day organisation of the curriculum. The Head and Deputy Head monitor plans for all teachers, ensure that all classes share and follow best practice and that all lessons have appropriate learning objectives. Subject coordinators monitor the way in which their subject is taught throughout the school. They examine planning and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed. The Head and Deputy Head work with the Governing body's Education Committee to monitor the way in which the school curriculum is implemented and the Head reviews each subject area during the cycle of review and development. The Deputy Head and Head provide reports for the

Education committee and full Governing body respectively while the Head liaises with the Governors regarding opportunities for visits

This document should be read in conjunction with the PSHE and Citizenship Policy, the SEN policy, Subject Schemes of Work, Marking and Feedback, Communication and the Assessment policy.