

St. Joseph's In The Park



Policy Title	Date
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Wendy Heath-Clarke	Autumn 2022

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THIS POLICY IS FOR THE WHOLE SCHOOL AND EYFS

This policy may be subject to interim changes. Many of our standard routines have changed due to Covid 19. This policy should be read in conjunction with our Return to School booklet.

1. Introduction

At St Joseph's In The Park, we believe that children are entitled to an education which 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 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. We seek the highest standards of attainment for all our children and aim to provide a carefully balanced curriculum which supports children to become reflective, independent learners.

2. Curriculum Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Create and maintain an exciting and stimulating learning environment where pupils are encouraged to take challenge in their learning
- Allow scope for pupils' talents and interests
- Promote a positive attitude towards learning so that children enjoy coming to school, have academic ambition and acquire a thirst for lifelong learning
- Promote pupils' self-esteem and emotional wellbeing
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, enable them to be active and to recognise the importance of a healthy lifestyle
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support so that all pupils have the opportunity to learn and make progress
- Encourage respect for the environment and society
- Develop pupils' independent learning skills, reflectiveness and resilience, to equip them for further education
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Promote the learning and development of our Year 6 children and ensure they are ready for transition to secondary school

3. Legislation and Guidance

At St Joseph's In The Park we use the current [National Curriculum programmes of study](#) as guidance for our curriculum development and planning.

This policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

4. Roles and Responsibilities

4.1 Headmaster/Deputy Head

The Headmaster and Deputy Head are responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate
- › Manages requests to withdraw children from curriculum subjects, where appropriate
- › The Governing Board is advised on whole-school targets

- Proper provision is in place for pupils with different abilities and needs, including children with SEND

4.2 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. In particular, Subject Leaders will follow the guidance set out in the Subject Leaders policy to support the teaching and learning of their subject.

Subject Leaders 2019-2020

Subject	Teacher
English	Wendy Heath-Clarke
Maths	Graeme Ellis
Science	Graeme Ellis
ICT & STEM	Graeme Ellis / Wendy Stephens to support
History	Wendy Stephens
Geography	Nicole Welsh
RE & PSHE	Vanessa Sharp
French	Wendy Stephens
Games	Boys: Kobi DeGraft Johnson Girls: Helen Owen-Woodward
Art	Vacant
Music	Gabriela Matosevic
SENCo	Helen Owen-Woodward
Assessment	Paul Ross
EYFS	Ruth O'Brien
Woodlands	Jackie Fowler

5. Organisation and planning

5.1 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 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 Pre-School and Reception. 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.

5.2 Key Stage 1 and Key Stage 2

In Years 1 and 2 and all Junior Classes (Key Stages 1 and 2), we use the current National Curriculum as the framework for our curriculum development and planning. We plan our curriculum in three phases:

1. Long term plans exist for Pre-School, Key Stage 1 and Key Stage 2. These indicate what is to be taught in each term and show the sequence of teaching. We review this long-term plan on an annual basis.
2. Our medium-term plans details what the teacher is planning to teach over a period of weeks, such as half-term or term. In these plans, clear guidance is given 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.

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

Pre-School/Reception are with their Class Teachers every morning and afternoon but specialist teachers provide 2 lessons of Music, 3 lessons of Forest School and 2 lessons of French into their timetable. In addition, Reception have 3 lessons of Games and 2 lessons of ICT.

Pupils in KS1 are taught the following subjects: English (speaking & listening, reading and writing), Mathematics, Science, RE, PE/Games, Forest Schools, MFL, Music, ICT and Topic which incorporates Geography, History and Art. PSHE is taught from Year 2.

In addition, the children in this key stage benefit from reading and story time, which is timetabled into the curriculum.

Pupils in KS2 are taught the following subjects:

Curriculum Area	Subjects
Core Academic	English, Mathematics, Science and RE
Languages	French (from Pre-school)*
Humanities	History*, Geography
Creative Arts	Art & Design
Performing Arts	Music*. Drama may be taught through English and through weekly lessons in Speech & Drama that the children subscribe to.
Sports & Outdoor Activities	Games, Physical Education, Swimming**, Forest Schools (EYFS and Years 1 & 2 only)
Life Skills	Computing, PSHE/RSE, Extra Curricular Activities, Year 6 Opportunities Week**, Kaleidoscope** Study Skills** Exam practice**

* Taught by specialist teachers ** Junior pupils only

The Juniors also have timetabled reading time.

Woodlands' Years 3 / 4 and 5 / 6 are with their Woodlands' class teacher every morning. Years 3 / 4 have 2 lessons of French within this timetable and Years 5 / 6 have two lessons of French, 2 lessons of ICT and 4 lessons of Geography in their morning timetable. During the afternoon, Woodlands are with their main cohort. Years 3, 4 and 5 have 3 lessons each of History in the afternoon, which is taught separately to the main class.

On Thursday afternoon, the school runs a session of activities known as 'Kaleidoscope'. These sessions offer an enrichment of opportunities for Junior classes in Creative Arts, Technology and Sport and, where possible, are offered for children to experience 'taster' sessions in subject areas that they may not have 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.

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

The Infants have topics for each term and learning is built around these themes:

Class	Autumn	Spring	Summer
Year 1	Castles/William The Conqueror	Florence Nightingale/ Mary Seacole	Louis Braille
Year 2	Great Fire of London/ Samuel Pepys and Guy Fawkes	Seas and Oceans	Van Gogh

The Juniors follow a creative, thematic curriculum that is built around the following topics:

Class	Autumn	Spring	Summer
Year 3	Ancient Egypt	Change	Roots and Wings
Year 4	Here and There	Who Makes the Rules?	Landscapes
Year 5	From Bean to Bar	Leaders and Superpowers	The Environment
Year 6	Our World	Travel	Moving On

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 study skills, 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.

In addition to our subject teaching, the Government has asked all schools to teach Fundamental British Values. These are described as: Democracy, the Rule of Law, individual Liberty and mutual Respect and Tolerance. At St Joseph's In The Park School these important aspects of learning are threaded through our curriculum, delivered through the teaching of PSHE, through our assembly programme and embedded within our school community and the activities and culture of the school. They are essential in developing appropriate learning behaviours. The way this is taught at St Joseph's In The Park is outlined in our British Values Prep School Document.

The Relationships and Sex Education Policy is delivered through the PSHCE curriculum, assemblies and the Science curriculum. In order to ensure it is delivered successfully, a number of strategies are used: circle time, use of outside agencies, specialist resources and discussions. Further details are outlined in our Relationships and Sex Education policy.

5.3 Lesson Allocation

Lesson allocation per subject per week Years 1 – 6

Subject	Year 1	Year 2	Year 3	Year 4	Year 5	Year6 HOW	Year6 PR
<i>English (including phonics Y1)</i>	12	12	14	15	13	13	13
<i>Maths</i>	14	15	16	14	13	14	14
<i>Science</i>	3	3	5	5	5	5	5
<i>STEM</i>			3	2	3	3	3
<i>RE</i>	2	2	3	3	3	3	3
<i>PSHE/RSE</i>		2	2	3	3	3	3
<i>PE and Games</i>	5	6	6	6	6	6	6
<i>Swimming year 3 only</i>			3				
<i>Forest Schools</i>	3	3					
<i>Art</i>			3	3	3	3	3
<i>MFL</i>	2	2	2	2	2	2	2
<i>Music</i>	3	3	3	3	3	3	3
<i>ICT</i>	3	2	3	4	2	2	2
<i>Topic</i>	12	9					
<i>Geography</i>			2	3	3	3	3
<i>History</i>			3	3	3	3	3
<i>Exam practice</i>					3	3	3
<i>Study Skills/Form time</i>	3	4	1	1	3	2	2
<i>Kaleidoscope Activities</i>			3	3	3	3	3
<i>Reading + storytime Y1 & 2</i>	5	5	4	5	5	5	5
Total	67	68	76	76	76	76	76

5.4 Learning Habits

As a school, we have introduced a Future-Smart education 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 tasks. They are also apparent in our awards system and in the praise and verbal feedback afforded to children in our reporting to parents.

5.5 Extra-Curricular Activities

The curriculum at St Joseph's In The Park 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. In addition, all children regularly have organised trips to consolidate and extend their learning. Residential trips are organised for children from year 3 to year 6.

5.6 Resources

We make use of a wide range of resources to deliver our curriculum including but not limited to Hamilton Trust and Schofield and Sims for English and Abacus Mathematics, White Rose and MyMaths for Mathematics. Each subject has its own range of resources which is monitored and refreshed by the Subject Leader.

6. 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 SENCo, 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 either an Wave 1, 2 or 3 form 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 wave form 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.

At the start of the academic year, the Deputy Head, SENCo and Assessment Coordinator meet to examine the benchmark data and discuss the needs of individual children. This is fed back to Class Teachers.

The school has a range of 1:1 Learning Support interventions which are reviewed termly and are bespoke to the needs of a child. Please see the SEND policy for more information. The interventions cover a range of curriculum needs mostly in English and Maths, as well as social interactions and emotional literacy or organisation.

Teachers set high expectations for all pupils. They will use appropriate assessment and examination of formal diagnostic data to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of Equal Opportunities and SEN policies.

7. Monitoring arrangements

The Headmaster and Deputy Head work with the Governing body's Education Committee to monitor the way in which the school curriculum is implemented and the Headmaster reviews each subject area during the cycle of review and development. Subject Leaders provide reports for the Education Committee on their subject and the Headmaster feeds back to the full Governing Board.

Subject Leaders and the newly formed Assessment Team monitor the way subjects are taught throughout the school by:

- planning scrutinies, lesson observations, learning walks, book scrutinies etc

Heads of department and Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed regularly and at least every two years by the Governing Board.

8. Links with other policies

This policy links to the following policies:

- › Assessment
- › SEN
- › Equality Opportunity
- › Communications
- › Individual subject policies for Art & Design, English, Geography, History, ICT, MFL, Music, PSHE, RE, RSE and Science. It should be noted that our PSHE policy includes Citizenship, Relationships and Spiritual, Moral, Social and Cultural Development (SMSCD)