



St. Andrew's Church of England (VC) Primary School

Curriculum Policy

Rationale:

At St. Andrew's Primary School it is our vision for every child in our school to have

- * positive self-esteem through inner confidence and strength
 - * creativity of thought within a life-long passion for learning
 - * excellence, high personal achievement and the experience of success
 - * a set of values by which to live
 - * an enjoyment of childhood
- developed within a caring Christian environment.

Curriculum Statement:

At St Andrew's School we work within an inclusive, Christian environment promoting Christian values including Love, Respect, Friendship, Belonging and Spiritual Development. These permeate all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

The Staff and Governors aim to tailor education to individual need, interest and aptitude so as to enable every child to fulfil their potential, whether academic, social, physical, moral or spiritual. We are committed to providing high quality, inclusive, learning opportunities for all, irrespective of age or gender and to provide opportunities for participation, enjoyment and success. Our Whole School Curriculum, its content and delivery, is absolutely central to this aim.

Every pupil will have access to a rich, broad, balanced, creative and differentiated curriculum. It is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At our school teachers use their professional expertise in order to enhance the core curriculum, aspiring to high standards in all subjects, but with opportunities for enrichment and creativity.

Children's work and achievements within the curriculum will be celebrated and as part of this will frequently be displayed in the school. This will make a significant visual impact on the environment and a positive contribution to the ethos of the school.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Inclusion, SEND and Teaching and Learning policies.

Common Values and Purpose: 1.

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum 2014, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'informal 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, whilst developing knowledge, skills and

attitudes to learning, in order that they achieve their true potential. We aim to provide learning experiences in the local environment, such as, Local history studies, local wild life area visits, local church visits, field work such as traffic surveys, local issues studies such as council plans to house a quarry in close proximity to the village of Stanstead Abbots. These local environmental studies also offer up opportunities to teach the children how to keep themselves safe when out and about in the community.

The curriculum:-

- fulfils all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- is broad, exciting and challenging whilst paying due regard to achieving high standards in English Science Maths;
- is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
- will be carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;
- will engage the children's interest and creativity, encourage and motivate them to want to learn;
- allows for personal success and the nurturing of self-esteem for all;
- offers pupils first hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding;
- enables children to be creative and to develop their own critical thinking;
- teaches children about the developing world, including how their environment and society have changed over time;
- helps children understand Britain's cultural heritage;
- enables children to be positive citizens in society;
- will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;
- endeavours to incorporate opportunities for Spiritual, Moral, Social and Cultural (SMSC) Education in all areas.
- relates to and is underpinned by the values of our Values Education Programme and of Collective Worship.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.

Planning:

*The Nursery and Reception classes comprise the **Foundation Stage**.*

Following the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DFE

This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- *Personal, Social and Emotional Development*
- *Physical Development*
- *Communication and Language development*
- *Literacy*
- *Mathematics*
- *Understanding the World*
- *Expressive Arts and Design*

Phonics teaching is based on the Letters and Sounds scheme and is supplemented with a variety of other resources and activities. The Oxford Reading Tree phonic reading scheme is used as a basis for teaching early reading skills and is also supplemented with a broad range of other reading materials.

Our school fully supports the principle that young children learn best through play and by engaging in well-planned structured activities that reflect the children's individual interests. Teaching in the Nursery class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area and through links with the local Children's Centre.

During a child's first few weeks in school, once the child is settled into the new environment, assessments of starting points are made. These ensure that the child's learning is effectively tailored to their individual needs. The Early Years Outcomes provide a non-statutory framework to guide the practitioners in their understanding of child development and where a typical child should be at any given stage on their journey through the early years. The Development Matters document provides materials to support the progression of skills to be taught throughout the Early Years. At the end of the Reception year, children's progress is measured against the Early Years Profile. Ongoing observations and assessments are made throughout their time in the Early Years to ensure they make the best possible progress.

We are well aware that all children need the support of parents and teachers to make good progress in their learning. 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 individual is progressing. We regularly invite parents to join us and see learning taking place.

Transition to the Key Stage 1 curriculum is handled sensitively and with care, giving attention to the children's progress. Learning during the Autumn Term of Year One is transitional, as children are eased from the EYFS learning into that of Key Stage 1.

The curriculum in Key Stages 1 and 2 (Year 1 to Year 6) comprises:

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. Topics taught are based on the children's views of what they are interested in learning about. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the subjects taught can be found in Appendix 1.

- Religious Education (R.E.) follows our school scheme of work which incorporates the Hertfordshire Agreed syllabus and the planning recommended by the Diocese (Diocese of St Albans Units of Work on Christianity). This is closely allied to our bespoke programme of Values Education, P.S.H.E. and Collective Worship
- All teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- All teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.

Throughout the school opportunities will be taken to extend and enrich the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians;
- special whole school events e.g. Science Week, Healthy Week, Arts Day etc.
- the use of the school grounds, the locality and the wider environment;
- educational visits – both day and residential;
- support of parents.
- extra curricular sporting activities eg St Andrew's Marathon

Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;

- improving own learning and performance;
- problem-solving and creativity
- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress 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.

Sex and Relationship Education (S.R.E.): The Governing Body has an agreed policy for SRE. Parents of pupils in Year 6 are given an opportunity to preview the video used as the basis for their Sex Education programme of study. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so. SRE for other year groups forms part of the science and health education programmes of study. Year 5 parents are informed as to when delivery of lessons on the subject of puberty are programmed in order to prepare parents to expect questions at home from their children following this learning. A new SRE resource has been purchased for whole school use.

Extra curricular activities

All classes have opportunities for extra-curricula activities at some stage during the year. All teaching staff participate in the provision of a wide range of activities including dance, choir, netball, Cookery Club, Gardening Club, ChatterBooks, science etc. We also provide some sporting activities organised by external providers. We also take part in the Wider Opportunities scheme (WOPS) for Year 3 enabling all Year 3 children to learn keyboard skills. We also provide accommodation for private peripatetic music opportunities

Delivery and Inclusion:

The school week provides 22 hours and 20 minutes teaching time for KS1 (Infants) and 23 hours and 45 minutes for KS 2 (Juniors). The curriculum is planned in such a way that time is allowed for curriculum extension and enrichment as outlined above, as well as for statutory, optional and formative assessment opportunities.

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs, abilities and learning styles.

In Literacy and Mathematics, delivery is based upon a 'three wave' model of intervention:

Wave One: The effective inclusion of all pupils in a high quality daily Literacy Lesson (KS1 and 2 and Literacy work in FS) and Mathematics lesson (Quality First Teaching).

Wave Two: Small group interventions such as:

- ability groupings within the class
- teacher-led small ability groups e.g. Maths Booster
- TA led groups e.g. Makaton
- additional teacher input – eg Writing (Year 2), Mastery in Maths (Year 6)
- intervention strategies

Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support (eg Rapid Readers) or extension programs for the Gifted and Talented.

All other areas of the curriculum are taught in classes or year groups with differentiation as appropriate. Cross-curricular links are made between subjects where possible and relevant and an extensive range of high quality resources is used to underpin the curriculum. The curriculum may be taught as continuing work or as blocked units. Schemes of work have been developed, many of which promote enrichment and cater for pupils' individual needs through personalised learning.

Homework is set in Core and Topic Subjects, to link the curriculum with learning at home.

Pre -School Care

We provide an 'extended day' for working parents and carers from 7.30am, via the "Right Start breakfast Club" and aim to keep the costs for this provision neutral. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast and are cared for in an environment that

allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax. There is a planned programme of activities for this time slot each day.

Assessment:

The school has a policy for Assessment and Monitoring.

All work carried out by the children is monitored and evaluated.

A written school report is sent to parents annually in the summer term. Parents are expected to attend the Parent/Teacher Consultation meetings in the Autumn and Spring terms and may attend the Summer Term Parent/Teacher Consultation Evening optionally or by special invitation. The Governing Body (particularly through the School Improvement Monitoring Committee) receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target setting:

All pupils are set next step learning through teachers' marking and feedback. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The Governing Body sets the statutory targets in the autumn term for end of key stage. Non-statutory trajectory targets are set for other year groups, predicting end of Key Stage 2 attainment, as are targets for the end of Key Stage 1. All targets are set in close consultation with the teaching staff using the evidence from ongoing analysis of standards. Using the May assessment level as a base, end of year targets in Numeracy, Writing, and Reading Comprehension are set for each child with the approximate level of expected progress.

Roles and Responsibilities:

The Headteacher, assisted by the Deputy Headteacher, takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated through the annual stakeholder consultation process, from parents through newsletters, from pupils through the class and school councils, and from Senior Leadership and staff, at their regular meetings and Governors through their committees - particularly the Curriculum and Ethos sub-committee. Governors review each core subject area according to the policy review timetable and meet regularly with all subject leaders.

The role of the subject leader

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.

The school gives core subject leaders non-contact time when necessary, 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 National Curriculum and that progression is planned.

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

Policy 'owned' by: Governors' Curriculum and Ethos Committee

Policy written: Autumn 2008

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Policy revised: Spring 2014

To be reviewed: Autumn 2014 – in line with New Curriculum

Policy revised Summer 2016.

Policy to be revised Summer 2017

Reviewed and agreed Autumn 2018