

Every state-funded school must 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.

The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

All state schools are also required to teach religious education to pupils.

Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.

This St Andrew's Curriculum policy reflects this and additionally:

The requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

This policy is underpinned by our **St Andrew's Curriculum Statement** and our core values of **Faith, Hope** and **Love**.

St Andrew's Curriculum Statement

Intent

At St Andrew's we provide memorable, engaging, life enhancing encounters in order to develop the range of cultural experiences children are exposed to. Through quality first teaching and sharing the best that has been thought and said we endeavour to develop the children into being life-long learners with a thirst for knowledge.

Love is patient, love is kind. It does not envy, it does not boast, it is not proud.

1 Corinthians 13: 14

Implementation

We implement this through a progressive topic-led curriculum, enhanced by memorable experiences and wider opportunities which inspire children to lead their own learning regardless of disability, race, religion or belief and gender. This is underpinned by strong pastoral provision and through building supportive relationships with families.

"For I know the plans I have for you says the Lord, plans to prosper you and not to harm you, plans to give you **hope** and a future."

Jeremiah 29:11

Impact

We know our provision has had impact when our school is filled daily with happy and motivated children and adults who know more, remember more and are able to do more. Behaviour is exceptional and pupils demonstrate excellent attitudes to learning. They subsequently attain well, make outstanding progress and aspire to be the best they can be.

"**Faith** is being sure of what we hope for. It is being certain of what we do not see."

Hebrews 11:1

Christian Ethos

We believe through our St Andrew's Curriculum children are enabled to achieve their full God-given potential and are provided with what they need in order that they may live life to the full (John 10 v 10).

Organisation

The curriculum provided for our pupils covers the following National Curriculum subjects:

Core Subjects (See separate policies) : **English** (Core texts are linked to the class Imaginative Learning Projects), **Maths** (The White Rose Hub, NCETM and Focus maths are used as a starting point) **Science** (Taught as a stand-alone subject but matched to themes of Imaginative Learning Projects where appropriate)

Foundation Subjects: **History, Geography, Art & Design, Computing** and **Design & Technology** (Taught through our Imaginative Learning Projects which have their base in Cornerstones Curriculum)

Music (Delivered in KS1 through the Charanga Music Scheme (PPA) and supplemented by lessons linked to our Imaginative Cross Curricular Learning Projects),

PE (Dance & Gym elements of the curriculum are taught by class teachers and linked to our Imaginative Cross Curricular Learning Projects where appropriate. Other PE curriculum areas are taught by specialist providers as part of our PPA provision)

MFL (French is taught in KS2 as part of our PPA provision using the Rigolo Scheme)

PSHE (See separate policies) (Taught as a stand-alone subject using the Jigsaw PSHE Curriculum which encompasses all required elements of RSE)

RE (The RE Statement of Entitlement is delivered using the Wolverhampton Agreed Syllabus and Understanding Christianity scheme of work. RE is taught as a stand-alone subject)

Spiritual, Moral, Social and Cultural & British Values

SMSC threads through the whole of our St Andrew's Curriculum. Specific opportunities for these can clearly be seen in:

Spiritual development is promoted through RE sessions, a range of Collective Worship and focus themes. We use a "Windows, Mirrors, Doors" system to highlight moments of spiritual reflection for the pupils.

Moral development is promoted through PSHE and within that the use of Circle Time, discussions about school rules (Ready, Respectful, Safe) as necessary and the use of reflective and restorative practice when dealing with behaviour incidents and through Collective Worship themes.

Social development is promoted through a wide range of collaborative learning experiences both with each other, pupils from other schools and with parents. Through opportunities for play, particularly in EYFS. By involvement in Pupil Groups, eg Digital, Art and Sport Ambassadors, School Council and Young Interpreters and through representing school in a variety of teams, competitions and projects. Many opportunities are also offered through our extra-curricular provision that incorporate a range of clubs that meet the varying interests of our children.

Cultural development is promoted through: positive sharing of the variety of languages and cultural identities of our pupils and their families; through our enriched curriculum incorporating Visits, Visitors and Memorable Experiences; through the opportunity to perform and see others perform; through the opportunity to learn from and be inspired by a range of famous and local

artists, musicians, designers, sports people and scientists etc and through specific charitable projects.

The British Values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith are an intrinsic part of **SMSC** at St Andrew's and the day to day life of the school.

Planning

Foundation Subjects are planned for in the following way:

Using Cornerstones Curriculum as a starting point, Imaginative Learning Projects (Topics) are selected by each phase of learning in school and combined into a Long Term Plan (Curriculum Overview)

A Learning Journey, weaving subjects together is then created by each teacher in collaboration with the parallel class. This forms the Medium Term Plan. Each Learning Journey enables pupils to engage with a topic, develop their understanding through the acquisition of new knowledge building on what they already know and the opportunity to be creative with their new knowledge and express it in a variety of creative ways. Incorporated into this stage of planning are hooks into learning and Memorable Experiences, Visits, and Visitors to enhance learning as well as topic celebrations that are regularly shared with parents.

Short Term Planning sets out clear identification of the subject being taught within that topic and identifies the WALT and WILF for that lesson which incorporates challenge for all pupils through the setting of Bronze, Silver and Gold tasks. Tasks set are varied but will always involve collaboration and active learning and a clear Learning Journey for that lesson. Teachers draw on the best of what has been thought, said and done at this stage of planning.

Topics also drive Teaching and Learning within EYFS and these are delivered and accessed through the Early Learning Goals set out in the areas of learning: PSED, Communication, Language & Literacy, Physical Development, Mathematics, Understanding the World and Expressive Arts and Design.

St Andrew's Curriculum Folders provide teachers with planning and subject information to support them in planning and to ensure consistency of approach.

This policy should be read in conjunction with the policies for English, Maths, Science, RE, PSHE, PE and MFL

Roles and Responsibilities including Assessment & Monitoring

The **Headteacher** has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress.

The Curriculum Leader maintains an overview of the St Andrew's Curriculum created by the school and works in partnership with the Headteacher and Subject Leaders in developing the Curriculum and the individual subjects incorporated into it. Monitoring and evaluating tasks are designed in line with the SIP. Regular meetings take place between the Curriculum Leader and Foundation Subject Leaders, to ensure consistency of approach, to provide CPD and support and

to discuss areas for development within individual subjects and the St Andrew's Curriculum. The Headteacher and Curriculum Leader will report their findings through reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders ensure that all the aspects of the National Curriculum content are covered and identify these within a curriculum map. Subject Statements of Intent, Implementation and Impact are drawn up and annually reviewed to mirror the St Andrew's Curriculum Statement and to encompass any changes or developments in our provision. We use our own Foundation Assessment System created by subject leaders to incorporate and measure progression in skills and knowledge as the children move through the phases of school. Subject Leaders analyse Assessment data to ensure that pupils' make progress as they move through the year groups, and to maintain an overview of standards within their subject to drive subject development and improvement.

They will also evaluate the quality of teaching and learning in their subject through lesson looks, learning walks, book scrutinies and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils (see above). They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Topic Books are used for recording of work with subjects clearly identified. Scrap Books may be used to evidence more practical, creative, and collaborative tasks where appropriate alongside displays showcasing children's work. Teachers are responsible for the assessment of pupils using the Foundation Assessment System and are required to submit a judgement against the Key Skills for each subject using the numeric values 2 (ARE) 1 (Below ARE) and 3 (Beyond ARE).

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

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- 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.

The **Curriculum Link Governor** will act as critical friend to the Curriculum Leader and in turn Subject leaders. Meetings will discuss progress made and support the identification of next steps for development.

Links with other Policies

- Assessment
- EYFS
- SEND
- Educational Visits
- EAL
- Marking & Feedback
- Teaching & Learning
- SMSC
- PSHE
- English
- Maths
- Science
- RE
- PE
- MFL

Signed: _____ Headteacher

Signed: _____ Chair of Governors

Date of next review: September 2020