



Curriculum Policy

“Learning to make the world a better place”

Reviewed	Spring 2018
Next Review	Autumn 2019

Our Curriculum Drivers:

Spirituality

Community

Challenge

Possibilities

Our Curriculum

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the 2014 National Curriculum, but also other programmes of study that we feel are particularly relevant to our community. Additionally, we seek to achieve further enrichment through a wide range of optional extra-curricular activities and clubs.

At St John's we used the changes to the National Curriculum as a chance to change the way we learn. Our topic based work is now an exciting '**Learning Challenge**' Curriculum.

The Learning Challenge approach is designed to develop thinking skills and encourage greater participation and involvement. It requires deep thinking and encourages our pupils to work using a question as the starting point. This means that our learning will be focused around questions.

All of our 'topic' lessons will begin with a question that we will try to answer or solve so that we can answer a bigger learning challenge. We will be researching, presenting, designing and making in order to answer and solve lots of question challenges.

Pre-learning tasks ensure that learners are directly involved in the planning process. Well planned pre-learning tasks should help to bring out what learners already know; what misconceptions they may have and what really interests them. Teachers should take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

Our Learning Challenge lessons focus on Geography, History, Art and Design and Technology but they may also include links to other subjects that we are also learning such as Music, Dance, Science, Maths and English.

Here are some example learning challenges:

- Would you rather be a penguin or a meerkat?
- Were the Vikings always victorious and vicious?
- Why do we love to be beside the seaside?
- Why should the rainforest be important to us all?

Time for learners to reflect or review their learning is central to the whole process. This is in keeping with the 'Learning to Learn' principles where reflection is seen as a very important part of individuals' learning programmes. Within the Learning Challenge Curriculum, it is suggested that the final subsidiary learning challenge is handed over for learners to reflect on their learning. The idea is that learners present their learning back to the rest of the class or another appropriate audience making the most of their oracy and ICT skills to do so. Initially, learners may require a great deal of direction so the reflection time may need to be presented in the form of a question which helps them to review their work.

Our provision also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. To achieve this aim the school offers a highly structured programme of learning for personal, social and health education.

We endorse the aspirations concerning a broad and balanced curriculum that is set out in the DfES National Curriculum in England 2014 and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning both purposeful and fun.

We aim to ensure that pupils progress at each transition point with basic skills to become successful learners in their future and therefore we will continue to liaise with colleagues in local secondary schools regarding curriculum themes and transition where possible.

Our 4 Curriculum 'Drivers'

What is a Curriculum Driver?

We believe that our children deserve and need us to provide more than just the National Curriculum. Life has so much more to offer and our children have so much more to learn and experience. With this in mind we worked to prioritise the things we wanted our children to experience during their time with. We use the 'drivers' to underpin the development work we undertake in all areas of school life and to ensure our curriculum offer is enriched and personalised to our children and their families.

As a school we believe that our four 'curriculum drivers' personalise our curriculum. These have been chosen through consultation with pupil, staff and governors: identifying the needs and interests of the pupils within the school.

The Drivers are the things we feel most passionately about as a school and they also serve to help personalise our curriculum and they also link directly into our School Development Plan. They are:

Spirituality, Possibilities, Community and Challenge

What we mean:

Spirituality

We are a church school and a caring school family. We want our children to grow up and have a sense of appreciation for the world in which we live; feeling a valuable part of it, knowing they have a contribution to make. We recognise and respect the range of beliefs and cultures within our world. Christian values and the love of God are at the heart of our teaching and learning.

Possibilities:

Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, expanding their knowledge of the world by nurturing their interests as well as encouraging fearlessness of what is new or unknown.

Challenge

Challenge - the enquiry process which will enable our children to face challenge themselves to find the answers. Our children will be encouraged to always strive for the highest personal achievement in all aspects of schooling, individual, community action, work and life-long learning.

Community

St John's Angell Town is a wonderful place to come to school and learn; we want children to be aware that they are a central part of a small community and have a role to play in that community. Through our curriculum, they will also understand that they are a part of a bigger national and international community. We have links with the local church, many people and groups in the community and also with the wider world. Additionally, our children will also develop a shared understanding regarding the differences and similarities between ourselves and others, understanding the beliefs and cultures of others both in the world around us and the world further away.

Legal Requirements

What the law requires

All maintained schools are required to provide a broad and balanced curriculum for all children which:

- ✚ promotes their spiritual, moral, social, cultural, mental and physical development;
- ✚ prepares them for the opportunities, responsibilities and experiences of adult life.

Schools have to teach the national curriculum and religious education. The challenge for each school is to customise this basic entitlement to learning and, in the context of Government policies and initiatives, create its own distinctive and unique curriculum.

The curriculum for key stages 1 and 2 must include the following national curriculum subjects as specified in their programmes of study.

- ✚ English
- ✚ Mathematics
- ✚ History
- ✚ Geography
- ✚ Science
- ✚ Computing
- ✚ Art and Design
- ✚ Music
- ✚ Design and Technology (D&T)
- ✚ Physical Education (PE)
- ✚ Modern Foreign Language (MFL)

The other statutory requirements are:

- Religious education (RE) (SDBE Syllabus)
- A daily act of collective worship.

There are no nationally specified programmes of study for religious education, but schools, other than voluntary-aided or faith schools, must teach religious education according to the locally agreed syllabus.

Values and Aims

'Making the world a better place'.

St John's Angell Town Church of England Primary School provides a happy, secure and stimulating learning environment where Christian values are embraced by all.

We aim to achieve this through:

- ✓ Reflecting the teachings of Jesus Christ in our daily lives
- ✓ Providing a warm and welcoming environment for our school and the wider community
- ✓ We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.
- ✓ We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- ✓ Fostering a lasting love of learning
- ✓ Encouraging and celebrating achievement
- ✓ Expecting the highest standards of work and behaviour
- ✓ Effective teaching which develops independence and inspires creativity in a broad and balanced curriculum
- ✓ Addressing the individual needs and diversity within an inclusive ethos.

- ✓ We value a safe environment within school and for children to develop good social skills and the ability to look after themselves and others in the wider community.

What will our curriculum offer?

We aim to follow through this mission statement by delivering an exciting, stimulating and creative curriculum, with core Christian values and principles at its core, one through which our children can fully maximise their their potential.

A fundamental aim of our school curriculum is to broaden horizons. We want our children to learn about the host culture but we also want them to explore, experience and appreciate other cultures both within Britain and abroad. We want to take advantage of the diverse cultural melting pot that our location is able to provide. RE is given a high priority. Although christianity is the core faith of the school, we ensure that our children are able to explore other faiths and beliefs. We teach RE in line with the Programme of Study outlined by the Southwark Diocesan Board of Education (SDBE)

The promotion of creativity is a fundamental aim of the school. Children are encouraged to explore and develop ideas. Our curriculum is delivered through topic learning, where ideas and concepts between different subjects can be more easily linked. ICT and computing is at the heart of our curriculum. The school has invested heavily in the use of Ipads to promote independent learning, through investigation and exploration.

At St John's, we always endeavour to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We support our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Non-Negotiables

There are some key aspects of our curriculum which are not up for negotiation!

- ✚ Each Year's planning must incorporate an element of local history or geography
- ✚ A quality text is used to drive each term's planning and link skills together
- ✚ Mathematics is taught every day
- ✚ One literacy lesson each week is to be Spelling, Punctuation and Grammar
- ✚ Phonics and Guided Reading must be taught daily
- ✚ Each class must have at least one session of learning outside each week which could incorporate the 'hide, find, use, create' way of teaching
- ✚ EYFS and KS1 has a role-play area, the use of which links in to their plans for the term

What kinds of learning are important for our children?

All areas of the curriculum are given a high priority. However, because of the high proportion of children who have English as an additional language, our first priority is to develop the children's language skills. We have increased the time spent on English so that we can give more support, particularly for speaking and listening. Maths is equally important.

The learning of the basic skills in mathematics, particularly the four rules is a strong focus. As well as the recall and retention of important maths facts, we believe that it is important to develop the deep level thinking of our children (cognitive development). We feel it is essential that children are able to appropriately problem solve and apply the knowledge and skills that they have acquired.

Strong emphasis is given towards the creative and expressive arts. We believe that through dance, drama, music etc children are able to develop their emotional literacy. We embrace the use of technology as we believe that our children need to be competent in this area in order to access the world in which technological advancement is occurring at a rapid pace.

Learning to Learn

Within our school, we believe in developing our children's learning power so that they become resilient, resourceful and reflective learners who are confident to take risks and who develop strong positive relationships to support their own learning. Through these skills children will have the capacity for greater success in reaching their potential as learners. As a school we

have identified five key skills (the 5Rs) to develop children's learning and practical ability to apply skills across the curriculum:

Reciprocity/Relationship :

Pupils know how:

- To work as part of a team.
- To learn with others.
- To communicate (share) our ideas.
- To pick up useful habits.
- To know ourselves.

Resourcefulness:

Pupils know how:

- the mind works and how humans learn
- to assess their own preferred learning style, including how to take in information
- to seek out and use information, including through computing
- to communicate effectively in different ways
- to use different approaches to learning.

Resilience:

Pupils know how:

- to apply learned optimism and self-efficacy approaches
- to empathise and use Emotional Intelligence approaches
- to proceed when stuck
- to ask(critical)questions.

Responsibility:

Pupils know how:

- to take ownership of their learning and be able to work independently and through self-direction
 - to make their own decisions in order to achieve successful outcomes within their work
- to manage their time and priorities in order to achieve good outcomes

Readiness:

Pupils know how:

- to assess own motivation
- to set goals and connect to the learning
- to achieve a positive learning state, including their preferred learning environment
- to use a learning to learn language.

What do we want to add to the curriculum during teaching time?

We will go beyond the statutory requirements and we will add to the curriculum. By doing this we will be able to translate the school's aims into practice and provide children with high quality experiences. In the St John's Curriculum we will:

- Offer additional experiences and opportunities to enhance learning, for example through visits to theatres, museums and galleries, residential trips, inter-school sports competitions and opportunities to work with local writers and artists.
- Ensure children learn a foreign language in key stage 1 as well as key stage 2.
- teach PSHE and citizenship as we believe this goes hand in hand with the promotion of our Christian ethos
- promote of pupil voice through school council, sports councils and peer mediation

Organising and Labelling the Curriculum

At St John's we will continue to teach the core subjects of literacy, maths and science as separate and discrete subjects. Having said this, we strongly want our children to apply their literacy and mathematical skills in other subjects using a cross curricular approach. PE, RE, and French will also be taught separately. PE and French are taught by specialist teachers. This is to ensure that we can provide high quality provision in subjects where specialist knowledge and skills are fundamental requirements for good provision. All other foundation subjects (such as geography, history, art, design and technology will, in the main, be taught within thematic units rather than as discrete subjects. The school feels that this two-pronged approach ensures that children have a rich and varied learning experience, and are able to make connections across each subject.

We have invested in the International Primary Curriculum (IPC) and Rising Stars Voyagers series, to supplement and support teachers in delivering the objectives of the national curriculum in a creative, stimulating, engaging way. The topic based resources will help us to tailor the curriculum specifically to the needs of our pupils. It will ensure that our curriculum is broad and balanced. We will always ensure that the curriculum has rigour, enable children to build knowledge and develop skills. In the summer term, all children will have a baseline attainment threshold, for all subject areas within the New Curriculum.

The Foundation Stage

Our school fully supports the principle that children learn best through play, exploratory, active learning and thinking critically; enabling them to become successful learners. This is enhanced further by engaging in well- planned structured activities. The curriculum that we teach in the Early Years meets the requirements set out in the revised EYFS Framework. The Early Learning Goals and the development of children's skills and experiences are the key drivers for curriculum planning.

Inclusion and Differentiation

SJAT is an inclusive school. We believe that all children can be provided with relevant learning experiences and suitably challenging work. At St John's teachers set high expectations and provide opportunities for all children to achieve, regardless of gender, educational need, social or cultural background or ethnicity. Whilst we aim to cover the age related programmes of study for each subject, the curriculum will be adapted in order to meet the particular needs and abilities. We will do this through differentiation and through timetabling arrangements.

For most able pupils, increasing the pace of learning is a key element of the school's teaching philosophy. Whilst teaching within the age related programmes of study, teachers will extend the depth and breadth of children's learning by providing a wider variety of opportunities.

How will we link children's Learning across the phases and key stages?

The school will continue to have joint inset and staff meetings so that there is a smooth transition from one key stage to another. We work collaboratively with our partnership cluster schools in the Brixton Learning Collaborative. Examples include sharing of good practice, moderating work samples, having common/ shared strategies for school improvement for example through subject leader cluster meetings and collaborative learning projects,

Intervention and Booster

At SJAT primary, we provide a range of lessons specifically targeting individuals or groups who need help with English and Mathematics, beyond the curriculum planned for the majority of children. Booster classes are provided for year six (and year 5) children. The principle aim is to enable them to do as well as possible in the key stage tests and ultimately have secondary school readiness. Intervention programmes at St John's are delivered through:

- Focused support during English and Maths lessons;
- extra classes outside taught time, particularly at key stage 2. Some of these sessions take place after school, although they may take place before school (e.g. early birds reading club), in the lunch break, after school, or during the school holidays.

We try to ensure that intervention groups that take place during the school day are not at the expense of learning in other subjects.

Using Resources Effectively

At SJAT, teaching staff are deployed strategically so that we can obtain the best value for money. We try to ensure that each year group/class has at least one TA. However, where there is a need for additional support, there is flexibility in where staff are placed. The ICT suite is a significant area of the school and it plays a significant role in enhancing learning. Each year group has a designated slot for the teaching of computing but additional time slots are available so that ICT can be used to support interventions and promote cross-curricular learning through all subjects.

Due to the rather limited playground space, morning playtime and lunchtimes are staggered. This allows children to benefit from increased space and a wider variety of games and activities.

Educational Visits

A major aim of our school is to give children the broadest possible range of experiences and opportunities. With this in mind, we start all new topics and units of work with an educational visit. We believe that enrichment opportunities help to enhance the quality of learning and provide children with core experiences that we believe every child should have the opportunity to experience.

Effective Learning

At St John's, we promote effective learning. Effective learning takes place when:

- Children know what they are going to learn and why (Learning outcomes)
- Children know what they need to do to be successful (Success Criteria)
- Children are helped to assess their own learning and have input into their own individual learning journeys.
- Children have a genuine say in their learning and their ideas for projects etc are always considered.
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about, happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Displays show children's work - at all levels
- Children experience a variety of learning situations, both indoors and outdoors
- Expectations are high
- Spontaneity is encouraged
- Children are encouraged to be active and responsible for their own learning and progress.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy and the Target Tracker facility. Teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies key areas for children to improve; giving focused challenges. Children are encouraged to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in an informal setting so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law. Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements. For further information about assessment, recording and reporting as well as marking and feedback click the policy links below: [Marking and Feedback Policy](#)

Assessment, Recording and Monitoring Policy Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

What will we add to the curriculum outside of teaching time?

We will offer a diverse menu of after school clubs. Areas covered will include:

- ✚ computing
- ✚ homework /booster clubs,
- ✚ art and craft,
- ✚ film club,
- ✚ dance workshops
- ✚ A variety of sports clubs, such as tennis, football and multi skills.

Parental Involvement

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, home learning and curriculum workshops, and are positively encouraged to become involved. We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The role of the subject leader is to:

- *provide a strategic lead and direction for the provision and development of their subject;*
- *support and advise colleagues on issues related to the subject;*
- *monitor pupils' progress in that subject area;*
- *provide efficient resource management for the subject*
- *Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.*

The school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses

to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and review

Our governing body is responsible for monitoring the way in which the school curriculum is implemented.

Regular presentations and reports by subject leaders ensure Governors are well informed and kept up to date with curriculum developments.

The Deputy is responsible for the day-to-day organisation of the curriculum. The Deputy/SLT monitors through formal lesson observations, 'drop-in' lesson observations, pupil interviews, scrutiny of work and tracking pupil progress through assessment data.

This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.

SignedDate
(Chair of Governors)

SignedDate
(Headteacher)

Related Policies

All other Curricular Policies

SEND

