



# CURRICULUM POLICY

Latest ratification by Head/SLT	16 <sup>th</sup> May 2019
Next Review (2 yrs)	Summer 2021

**The Vision of St John's CE Primary School, Rishworth**

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

**The School's Aims are:**

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values**:

**Success.** We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

**Honesty.** We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

**Independence.** We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

**Neighbourliness.** We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

**Enjoyment.** We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

**CURRICULUM INTENT STATEMENT**

Our pupils' backgrounds, our culture and our climate for learning provide the following drivers that underpin all areas of our curriculum:

1. **Self** – We want our pupils to be resilient so that they have the confidence to persevere in the face of challenges
2. **Others** – We want our pupils to learn about different cultures and religions so that they understand and appreciate cultural diversity beyond their own community
3. **Wider world** – We want our children to have skills and knowledge to adapt to the ever-changing world

**At St John's we want our rich curriculum:**

- to be underpinned by our school's SHINE values
- to encourage pupils to be aspirational and resilient

- to provide opportunities for pupils to develop academically, creatively, spiritually, physically, personally and socially
- to provide opportunities to delve deeper into learning, building on knowledge and skills progressively each year
- to prepare pupils to succeed in their next stage of life
- to enable pupils to appreciate the world from a range of perspectives
- to respond to findings from pupil feedback and school data to ensure it is bespoke to the needs of our pupils and reflects the ever changing world, locally and globally

## **IMPLEMENTATION**

Teachers deliver the curriculum in a purposeful learning environment that allows both pupils and staff to thrive. By planning exciting and engaging lessons, teachers ensure that pupils have the maximum opportunity to rehearse, embed and apply their learning. There is a clear progression of the fundamental skills and knowledge for each subject as our pupils progress through school. Teachers assess the children against the lesson objective, the fundamental skills and knowledge during lessons and when revisiting concepts in a different situation.

### **Foundation Stage**

In the foundation stage, whilst adhering to the principles and planning within the Early Years Foundation Stage framework, the curriculum is designed in relation to pupils' interests through a topic-based approach.

### **Key Stage 1**

In Key Stage 1, we plan the curriculum over a 3-year topic cycle which is organised to ensure there is coherence and delivery of a broad and balanced curriculum based on the needs of our children. This topic based approach leads to a more flexible delivery of the curriculum meaning that more emphasis can be placed on a particular subject to ensure a deeper level of understanding.

Younger pupils develop confidence and independence through mixing with other year groups eg: through the YR-Y6 buddy system, as well as those from other schools eg: during the Y2 Day of Dance at the local high school.

Topics are carefully chosen to provide opportunities for children to appreciate different cultures beyond their own community, for example, China. Visitors, such as local Chinese secondary school students and Chinese dancers together with a dressing-up day, help to engage and provide real-life, memorable experiences. Cross-curricular links are exploited whenever appropriate.

Teachers are mindful of developing schemes of work that ensure pupils are equipped with the skills needed to navigate the world successfully eg: learning to use the internet safely.

### **Key Stage 2**

Building on the knowledge and skills from Key Stage 1, we plan the curriculum over a 4-year topic cycle which is organised to ensure there is coherence and delivery of a broad and balanced curriculum based on the needs of our children. This topic based approach leads to a more flexible delivery of the curriculum meaning that more emphasis can be placed on a particular subject to ensure a deeper level of understanding.

Children learn to persevere through the learning opportunities which are provided for them, for example, year 5 and 6 Enterprise event and inter-school sporting competitions.

Throughout Key Stage 2, children learn about 5 main world religions, together with experiencing a faith walk round several places of worship. During the course of Y4, pupils participate in a partnership scheme with a local, contrasting primary school which gives pupils the opportunities to mix with children from different cultural and religious backgrounds.

Teachers adapt their lessons to reflect current issues to ensure children acquire the skills and knowledge to adapt to the ever-changing world, for example, during topics such as plastic pollution pupils have the opportunity to debate the key issues in order to sharpen their understanding and viewpoint.

### **Whole School**

Regular opportunities are provided throughout the school year for pupils to work in mixed age groups, these include themed weeks such as safety week, science week and healthy week. This helps to strengthen relationships across the school as well as building resilience through pupils having to show initiative when coping with new situations and demonstrate leadership qualities.

Pupils develop confidence through opportunities to perform in front of others such as during church services, leading school council and class assemblies and performing in the annual KS1 and KS2 productions. The school council empowers children's ideas and models the democratic process. They contribute well to the development priorities and are a voice for change. There are elected representatives in each class, helping to develop understanding of citizenship and democracy.

Ties with the local community are developed through our strong links with St John's church, visits from local businesses, people with a standing in the community and parents with specific expertise.

Through the continuation of the school's Investors in Pupils work, pupils develop an awareness of school budgetary considerations and the role of all staff members in ensuring that the school functions effectively. This instils in pupils an appreciation of the value of equipment both in a financial sense and from an environmental perspective.

### **Special Educational Needs**

St John's school aims to provide an engaging and relevant curriculum to all children. We provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. When progress falls

significantly outside the expected range, the child may have special educational needs. A range of factors are considered– classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child’s needs.

### **IMPACT**

We instil a love of learning in all our pupils to ensure they gain the knowledge and skills in order for them to achieve well and be highly equipped for the next stage of their education. Pupils leave St John’s with a strong sense of self, a clear moral purpose and a tolerance and respect for others. We endeavour to develop a curiosity for learning and adaptability to a range of situations that will serve them well in the wider world.

### **CURRICULUM LEADERSHIP**

It is the role of subject leaders 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. Subject managers review the curriculum plans for their subject, ensuring that the full curriculum is covered and that progression is planned into schemes of work.

### **Aims**

The aim of curriculum leadership is to:

- act as a “champion” for their subject area
- ensure progression and continuity throughout the key stages;
- ensure that the curriculum meets the children’s needs by providing relevant, challenging learning experiences;
- make judgements about the quality of provision by assessing the children’s learning and the effectiveness of the teaching;
- ensure that teachers have good quality resources to meet curriculum objectives
- support teachers in their teaching of the subject

### **Organisation**

Subjects are co-ordinated by teachers. Core areas are co-ordinated by more senior, full-time teachers.

- Maths , English (Inc Library), Science, RE , Special Educational Needs, Safeguarding, Foundation Stage, PSHE , PE , Geography/ History , MFL , Art , Music, ICT and DT .

The co-ordinators are responsible for:

- reviewing their policies
- maintaining their curriculum map
- design of the curriculum
- monitoring their subject area
- analysing assessment data
- identifying training needs
- creating and updating an action plan
- auditing and ordering resources

- writing an annual report for governors

Responsibilities of the whole staff :

- Informing co-ordinators of changes they wish to make to the curriculum map.
- Design of classroom activities to be added to the curriculum design.
- Monitoring the curriculum by adding annotations to the schemes of work as they are taught and as part of the monitoring process.
- Providing assessment information on their teaching groups.

**Subject coordinator information:**

- Policy documents
- Relevant sections of the SIP/ Inspection reports
- Audit and action plan
- Relevant assessment information
- Curriculum Map
- Examples of moderated work
- Monitoring and evaluation reports
- Staff training evidence

**Monitoring**

The Governing Body is responsible for monitoring the way the school curriculum is implemented. The SLT is responsible for the organisation of the curriculum. The SLT monitor planning, ensuring that all children are taught the full requirements of the curriculum, and that all lessons have appropriate learning objectives.

Subject managers and key stage leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and, through monitoring activities, ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.