



St. Nicholas School **Curriculum Policy** **(EYFS and School)**

Policy Statement

The ILG Directors and staff of St. Nicholas School believe that the School should provide a caring, positive, safe and stimulating environment, which promotes the social, physical and moral development of the individual child. Whilst no longer a requirement, the school recognises the importance of the key elements for Every Child Matters: Change for Children and the outcomes outlined within it to help children achieve more. DfE (2013).

- To be Healthy
- To Stay Safe
- To Enjoy and Achieve
- To Make a Positive Contribution
- To Achieve Economic Well-being.

This policy has the school's aims at its heart

Rationale

We believe it is vital for the school to have a Curriculum Policy so that activities can be designed which further the well-being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences to take them into the next stage of their education and for adult life.

The implementation of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote parental and other carers understanding of the curriculum.

The Curriculum Policy:

- sets the school curriculum at the centre of the school's Strategic Leadership Plan;
- sets the school curriculum at the centre of the School Development Plan;
- secures equality of access and opportunity for each pupil;
- informs the development and use of staff, equipment and other resources.

Aim

To manage the curriculum effectively, in accordance with the vision and aims of the school, in order to meet the needs and aspirations of its pupils.

Objectives

1. To maintain a written policy for the effective leadership of the curriculum.
2. To allocate responsibilities for curriculum leadership clearly and appropriately.
3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets legal requirements including the promotion of British values.

4. To promote the health and wellbeing of children and of the whole school community and recognise the importance of teaching pupils about safeguarding.
5. To give support to pupils who require it, according to a clear and appropriate rationale which promotes the school's aims.
6. To express the curriculum in the form of policies, schemes of work, medium and short term planning.
7. To enrich the curriculum with a programme of extra-curricular activities.
8. To use resources appropriately.
9. To improve curriculum provision continuously through a process of review.
10. To monitor and review on a regular basis, the policy and procedures for curriculum leadership.

Objective 1. To maintain a written policy for the effective leadership of the curriculum. The school curriculum statement sets out the school's curricular aims and principles and the manner by which legal requirements are met.

Objective 2. To allocate responsibilities for curriculum leadership which are clear and appropriate. The school's curriculum statement and policies are formulated by the teaching staff under the direction of the senior leadership team.

The SLT are responsible for ensuring that curriculum planning provides pupils with a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work, to learn and make progress.

Pupils should be given the opportunity to engage in activities and gain experiences in the following areas:

- Linguistic- developing pupils' communication skills and increasing their command of language through listening, speaking, reading and writing; including lessons in written and spoken English.
- A modern foreign language is also taught as part of the curriculum.
- Mathematical - developing pupils' skills to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion.
- Scientific - increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings.
- Technological- including the use of coding; information and communication technology (ICT); developing, planning and communicating ideas; working with tools and equipment, materials and components to produce good quality products; and evaluating processes and products.
- Human and social- concerned with people and their environment, and how human action, now and in the past, has influenced events and conditions, the subjects of history and geography and topic in the Lower School, make a strong contribution to this area.
- Physical- aims to develop the pupils' physical control and co-ordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.
- Aesthetic and creative- concerned with the processes of making, composing and inventing. There are aesthetic and creative aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses.
- Religious Education- providing human and social education and promoting spiritual, moral, social and cultural development. Programmes are developed to support tolerance and understanding and afforded to those with different religious beliefs and those without religious beliefs, whilst being faithful to the Christian foundation of the school.
- Society and Citizenship- concerned with preparation for pupils to take their place in society and to become good citizens who respect British values, the rule of law, democracy, tolerance and respect.

In consultation with other members of staff, the senior leadership team are instrumental in guiding colleagues in the production of schemes of work and medium term plans for EYFS including the seven areas of learning, and for Key Stages 1 & 2 based on the National Curriculum documentation, as well as for providing mutual support in drawing up weekly, short term planning. Individual teachers are responsible for drawing up these plans, outlining objectives, learning opportunities and methods of assessment.

Staff produce a range of planning document to effectively track and deliver the curriculum:

- Long Term Planning; bullet points sent to parents within Curriculum Overview Documents at the start of each term for English, Mathematics, Science, History and Geography.
- Medium Term Planning; a week by week breakdown in subjects, as well as identifying links to FBV and opportunities for cross curricular learning.
- Weekly Planning; a lesson by lesson breakdown for English and Mathematics lessons

All plans are then copied into the Planning folder on teacher drive, and subsequently evaluated for purposes of monitoring. Evaluations should include any concerns about individual children as well as those having particular success.

The senior leadership team are responsible for monitoring the quality of teaching and learning in the areas of the curriculum.

To develop staff confidence and competence in teaching each subject, teachers may

- share good practice by taking part in paired teaching sessions;
- be observed twice each academic year in one of the subjects which they teach;
- attend a review meeting with the Head during the Summer term;
- with the Head, identify individual training needs;
- attend in house and external staff development courses where appropriate.

The senior leadership team will:

- identify whole school planning needs.
- arrange for appropriate advice and information from staff development activities and other sources to be disseminated and where appropriate, to be used to improve planning and subsequently turned into practice.

Objective 3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets legal requirements, including the promotion of British Values.

The School Curriculum profile and Curriculum Design, as well as details of time allocations for each subject, are reviewed annually prior to timetables being drawn up for the forthcoming year.

The School is committed to providing a broad and balanced curriculum for all children which

- promotes their spiritual, moral, social, cultural, cognitive and physical development;
- prepares them for the opportunities, challenges, responsibilities and experiences of the next stage of their education and for their adult life.

In EYFS the seven areas of learning i.e. communication & language and literacy; mathematics; understanding the world; expressive arts and design; physical development; personal, social and emotional development, must be covered.

For **Key Stages 1 & 2** on the National Curriculum subjects as specified in its Programmes of Study, together with religious education and a collective act of worship, and a modern foreign language are covered. The National Curriculum and religious education provide the basic building blocks for constructing the School's curriculum.

The School acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way, and takes these components as its starting point when designing and timetabling its curriculum, which reflects the school's values, aims and aspirations and which is right for its pupils and the whole school community. The challenge is to customise this basic entitlement to learning, and, in the context of government policies and initiatives, create our own distinctive and unique curriculum to reflect the school's aims and priorities.

Personal, Social, Health and Moral Education & Citizenship including Sex and relationships [The aims and organisation are detailed in the PSHE and the sex and relationships policy] Within our curriculum pupils should have the opportunity to explore attitudes and values; develop personal skills; discuss rights and responsibilities; discuss relationships and feelings; learn about other cultures and nations; learn about their bodies and how to care for them; learn about personal safety and who can help them in the community; learn about the dangers associated with every day materials; learn that all medicines are drugs; but not all drugs are medicines; share their achievements with others.

The ***promotion of British values*** is also embedded in our teaching, i.e. democracy; freedom of expression and debate within the rule of law; individual liberty; mutual respect; tolerance. (See SMSC and PSHE policies and programme of study)

Objective 4.

To promote the health and wellbeing of children and of the whole school community and recognise the importance of teaching pupils about safeguarding.

“Duty to Promote Wellbeing”, The Education and Inspections Act 2006 places a requirement on schools to promote pupils' wellbeing (as defined in the Children Act 2004) as well as their academic achievement. We are committed to promoting the health and wellbeing of children and of the whole school community, and fully recognise the important cyclical relationship between wellbeing and learning as fully outlined in the schools social, moral, spiritual and cultural policy and personal, social, health, moral education and citizenship policy and schemes of work.

The school precludes the promotion of partisan political views in the teaching of any subject in the school and takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils ... they are offered a balanced presentation of opposing views. Text is taken directly from the SMSC development standard set out in the Education (Independent School Standards) (England) Regulations Autumn 2014.

Additionally at St. Nicholas School we:

- promote a healthy, safe and caring environment for all pupils and staff;
- provide a broad and balanced curriculum for all our pupils, which recognises and values their individual backgrounds and needs;
- promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community;
- prepare our pupils to engage confidently with the challenges of adult life;
- provide sufficient information and support to enable our pupils to make safe choices;
- provide pupils, through an enriched curriculum, with opportunities to develop the necessary skills to manage their lives effectively;
- help our pupils to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood;
- create a wider awareness of religious, cultural and moral values within a Christian framework and respect for different ethnic groups, religious beliefs and ways of life;
- promote an inclusive ethos and a culture of mutual respect where diversity and difference are recognised, appreciated and celebrated;

- work in partnership with parents and carers, and with the wider community, to support children in all aspects of their wellbeing.

The School uses the ‘Jigsaw’ Scheme of Work to teach PSHE lessons, and further details can be found in the PSHE policy. Units covered in Jigsaw repeat each year, with age appropriate content changing within the same topic title. The unit titles are: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships, Changing Me.

Objective 5. To give support to pupils who require it, according to a clear and appropriate rationale that promotes the Schools aims.

Special Educational Needs At St. Nicholas we are committed to offering all pupils a broad and balanced curriculum to ensure the best possible progress for each child’s age and aptitudes. We use principles as detailed in the Children and Families Act 2014 and the SEN and Disability Code of Practise, 0-25 years 2014(SEND Code 2014), the Special Educational Needs and Disability Act (SEND(2001)) and the Equality Act (2010) including the provision of auxiliary aids and services: ‘where a disabled pupil would, but for the provision of the auxiliary aid, be put at a substantial disadvantage, [a duty], to take such steps as is reasonable to provide the auxillary aid as is practicable within the setting.

The school has a clear policy regarding the identification of pupils with special educational needs, as set out in the Special Educational Needs Policy. The SENCO is responsible for drawing up passports (individual learning support programmes) in consultation with other staff and arranging learning support in class and within a system of withdrawal, in consultation with the head and class teachers concerned. If a pupil is judged to be making progress then their differentiated needs will be supported by the class teacher supplemented by learning support if necessary.

Objective 6. To express the curriculum in the form of policies, schemes of work, medium and short term planning.

Schemes of Work and planning documents are drawn up by staff teaching each subject to particular age groups, based on the National Curriculum Programmes of Study. These should meet the aims, objectives and principles of the school curriculum policy for all lessons, should include ways of assessment, challenge and support and should be derived from them. Schemes of Work are reviewed regularly and developed in the light of experience and the needs of the school at any given time.

Weekly Planning will clearly set out teaching objectives, success criteria outlining Must, should and Could, and highlight opportunities for the evaluation and assessment of how effectively pupils have met these objectives.

Planning will

- incorporate the Early Learning Goals in the EYFS, be based on the National Curriculum Programmes of Study and the agreed schemes of work for Religious Education and foreign modern languages
- set out clear objectives
- summarize what pupils will do and the resources they will need
- show how knowledge and learning can be extended and the work differentiated and how pupils’ acquisition of the learning objective for the lesson will be assessed.
- provide opportunities for children to work inside and outside the classroom, in groups, individually, pairs and as a class as appropriate for optimum progress.

Each subject has an evidence file comprising examples of planning, good practice, progression, assessment, links to the School’s Core Values, links to FBV and SMSC and how the subject may be developed by future initiatives.

Teaching

- In order to deliver effective subject knowledge, some subjects are taught by subject specialists.
- Teachers are assisted by Teaching Assistants where possible, who may offer extension or support in class . The amount of LSA time allocated to classes reduces as children progress through the School and become more independent learners.
- ICT skills are taught throughout the School. Children from Reception upwards have access to the ICT Suite.

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Early Years Foundation Stage (Nursery and Reception)

The Foundation Stage provides a broad range of educational experiences which forms the basis of future learning. The national EYFS curriculum is followed in Sunflowers Nursery and continues in Reception, with children progressing onto Key Stage 1 work, where appropriate, during the Summer Term in preparation for their move into Year 1. The children are encouraged to learn through structured activities and play and develop their physical, intellectual, emotional and social skills. The curriculum is carefully planned to provide children with a rich learning experience, based on their interests and experiences.

The seven areas of learning in the Foundation Stage are:

- o Communication and Learning
- o Physical Development
- o Personal, Social and Emotional Development
- o Literacy
- o Mathematics
- o Understanding the World
- o Expressive Arts and Design

Key Stage 1 & 2

All classes follow the schemes of work which form part of the curriculum documentation provided by the Subject Leaders. Pupils are taught predominantly by Class Teachers and they are given a strong grounding in the basics of the core subjects:

- o English
- o Mathematics
- o Science
- o ICT

They also study:

- o History
- o Geography
- o Art, Design and Technology
- o French (from Year 1)
- o Religious Education
- o PSHE
- o Music
- o Physical Education
- o Swimming (from Year 3)
- o CIPS
- o Verbal and Non Verbal Reasoning (from Year 3)

<i>Subject</i>	<i>Hours per week</i>		
	<i>Year 1/2</i>	<i>Year 3/4</i>	<i>Year 5/6</i>
English	6.5	4	5

Mathematics	6	5	5
Science	2	2	2
ICT	1	1	0.5
History	1	1	1
Geography	1	1	1
French	1	1	1
VR/NVR		1	1
RE	0.5	0.5	0.5
PSHE/Form time	0.5	1	0.5
CIPS	1	1	1
Art	1	1	1
Music	1	1	1
Speech and Drama	1	1	1
PE/Swimming	1	3	3
Assembly	0.5	0.5	0.5
Total	25	25	25

Objective 7. To enrich the curriculum with a programme of extra-curricular activities after school clubs and activities Clubs & Activities Clubs are arranged to extend activities already undertaken as part of the school curriculum or to introduce further skills, hobbies, leisure or sporting activities for the benefit of all pupils - or of pupils of appropriate ages within limits of safety and manageable numbers.

Activities are run both by members of the teaching staff or by subject specialists who are affiliated to the school. Any specialists and any voluntary helpers directly involved with children will be investigated by the Criminal Records Bureau under the School's Child Protection Policy.

School Trips and Visits: Appropriate school trips and visits are arranged for each year group to enrich and enhance pupils understanding of the curriculum they follow. Year 3 to 6 are provided the opportunity to take part in a residential trip.

Visitors to School: We enjoy visits from performance groups, authors, the police, religious and charity groups and others offering opportunities to widen the educational experience of pupils.

Other Activities Music and Speech and Drama lessons are arranged with peripatetic teachers. These usually take place during the school day, including during lesson times, and are undertaken on the understanding that children may miss other lessons as a result of their parents' choice to arrange such lessons. The costs for individual and small group tuition are met by the parents whose children are involved. Choirs practice each week and involves members of the Upper School.

Clubs and activities are outlined on a termly option sheet along with the availability of peripatetic lessons. Places are subject to availability.

Objective 8. To use resources appropriately across the curriculum.

As part of their monitoring and evaluation, subject specialists and leaders will review the resources available in school during the Summer term and complete a budget request for the following financial year. Allowances will be approved and finalised by the Head and Director of Finance before new resources and equipment are ordered.

Objective 9. To improve curriculum provision continuously, through a process of review

With the approval of the Directors, the Head, in discussion with the senior leadership team agrees on the curriculum development plan and the priorities for curriculum improvement. This results from the findings of annual monitoring of teaching and learning and the evaluation of pupils achievements. The development plan identifies how information is to be gathered and how that information is to be used to inform strategic planning. The school's strengths and areas for development will be kept under constant review, as will areas for development and issues to be addressed by individual teachers, subject specialists and leaders, and the senior leadership team.

Information for Parents: Parents receive a document outlining the curriculum when their child joins the school, together with a Parent Handbook. Comprehensive, termly overviews are sent to parents giving more detailed information, about curriculum coverage along with guidelines on how they can support their child's learning at home and for calculation methods used in maths.

This policy was reviewed and updated in Autumn 2018.

The next review will take place in Autumn 2019 or in light of relevant regulatory changes.

Signed: Amit Mehta (Proprietor)