



Curriculum Policy

Person(s) responsible	Assistant Heads - Academic
Last update	March 2023
Frequency of Review	Biennial
Date of next review by Governors	Spring 2025

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within St Christopher's The Hall and applies equally to the Early Years Foundation Stage (Preschool and Reception Classes), Key Stage 1 (Pre-School) and Key Stage 2 (Prep School). The policy aims to take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (EHC plan) or special educational needs (SEN). The School's aims, ethos and values encourage respect for other people and pay particular attention to the protected characteristics set out in the Equality Act, 2010. The School teaches children the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Pupils are taught respect, tolerance and inclusion throughout daily school life and in every lesson and activity in which they take part.

Introduction

The curriculum is based on full-time supervised education for pupils of compulsory school age (constructed in accordance with the Education Act 1996).

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. Our curriculum guarantees that we as a school provide for the independence and responsibility of all of our pupils. We ensure that all the pupils have access to a broad, balanced and relevant curriculum which provides continuity and progression and takes individual differences into account.

The curriculum at St Christopher's The Hall gives pupils a wide experience of mathematical, scientific, linguistic, technological, human and social, physical and creative education. We aim to teach the pupils how to grow into positive, responsible people, who can work and cooperate with others whilst developing knowledge and skills, so that they achieve their full potential. The following documents support the implementation of this policy:

- Teaching and Learning policy
- Feedback, Marking, Assessment and Reporting policy
- Learning Enrichment policy
- Assessment policy
- Homework policy
- Early Years Foundation Stage policy
- Equal Opportunities and Inclusion policy
- Pupils with English as an Additional Language (EAL) policy
- and Subject policies.

Values

The curriculum at St Christopher's is underpinned by our core value of providing high

quality educational experiences that are focused on continued improvement and progress; it is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. It includes all those activities designed to promote the intellectual, personal, social, physical, spiritual, cultural and moral development of our pupils. From this, a culture and philosophy is generated that supports the overall development of all involved in the school community.

The curriculum includes not only the formal programme of lessons but the informal programme which includes our wide array of extra-curricular activities and all the features contributing to the aims and ethos of the school.

Aims of Curriculum Provision

Pupils are provided with a full time supervised education. Our curriculum is characterised by breadth, balance and relevance and provides pupils with opportunities to:

- access subject matter which is appropriate for the age and aptitude of all pupils including those who have English as an additional language
- develop literacy, speaking and listening, and numeracy skills
- access an education which fulfils the specific requirements of any pupil who has an Education, Health and Care Plan (EHC plan)
- acquire a healthy, safe lifestyle through a personal, social, health and relationships education which reflects the School's aims and ethos
- encourages respect for other people in accordance with protected characteristics of the Equality Act 2010
- access an appropriate Early Years curriculum which provides for the seven areas of learning (Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design) for those pupils in Reception, some of whom are below compulsory school age
- receive a full and rounded entitlement to learn and make good progress access learning through the highest quality teaching
- reach their potential and achieve their personal best in every area of the curriculum and embrace a love of learning that goes beyond what is taught
- foster creativity and develop essential skills, including learning skills
- possess an informed perspective about the role of the individual within the community
- prepare for the future in an increasingly technology dependent world and for the opportunities, responsibilities and experiences of secondary school and adult life
- prepare for the opportunities, responsibilities and experiences of life in British society

Entitlement

All pupils are entitled to access the curriculum and make good progress regardless of sex, race, disability, religion or belief, as per the Equality Act (2010). The curriculum is

designed in such a way as to ensure all children in the school are able to learn and make good progress. This is supported by an appropriate, challenging, supported and well differentiated curriculum which takes into account the abilities, aptitudes and starting points of all pupils.

The School fulfils its obligations for Special Educational Needs & Disabilities (SEND) as per the SEND Code of Practice (January 2015) and the Special Needs and the Disability Act 2001, in providing for children with identified special needs. If a child has identified special needs, the school will ensure they will have access to an education which fulfils the requirement of the child's Individual Education Plan or Education, Health and Care Plan (EHC Plan). For further details, please refer to the SEND policy and Learning Development and Enrichment policy.

St Christopher's recognises that a diversity of languages brings a richness to life at the school. Linguistic and cultural diversity are valued by everyone. It is the aim of the whole school community to value the home languages spoken by pupils at the School. Pupils at St Christopher's are encouraged to become confident language users and to explore and appreciate the richness of language in order to achieve their full potential personally, socially, emotionally and academically. The School is fully committed to providing pupils for whom English is an additional language, the necessary support. Where this is required an appropriate programme will be implemented. Further information can be found in the policy for EAL.

Breadth and Relevance

Our curriculum ensures that pupils experience and benefit from a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, human, linguistic and literary, mathematical, moral, physical, scientific and technological). Throughout this broad curriculum, values such as mutual respect, equity and inclusion are reinforced.

The curriculum is appropriate to the age and ability of the children and prepares them for the requirements of the next stage of their education and ultimately their future aspirations.

Balance

We use the National Curriculum as a baseline from which all teaching and learning extends. Each subject area has the time and resources to make its specific contribution to the curriculum as a whole. Cross curricular links are pursued where possible and desirable. The timetable ensures that there is a balance between all the curriculum areas.

- **English**

To develop communication skills and command of language through listening, speaking, reading and writing.

- **Mathematics**

To develop the ability to calculate, understand patterns and relationships in number and space, as well as to think logically and explain reasoning. All mathematical learning is supported by practical activities, exploration and discussion.

- **Science/(STEM)**

To increase pupils' knowledge and understanding of nature, materials and forces, and develop the scientific skills to enable them to observe, form hypotheses, conduct experiments and record findings.

- **Creative Arts (Art, DT)**

To provide opportunities for making, inventing and other imaginative and practical responses. To use a range of tools, equipment, materials and components to produce and evaluate creative works.

- **Performing Arts (Drama and Music)**

To provide opportunities to develop proficiency as musicians and actors, and to create and critique plays, dances and compositions using a variety of tools and techniques.

- **Humanities (History and Geography)**

To provide opportunities to develop an understanding of people and the environment and how past, present and future human actions impact on events and conditions.

- **Modern Foreign Languages (French and Spanish)**

To appreciate the work and pleasure involved in learning a new language and gain some insight into the life and culture of the countries where those languages are spoken. To develop a foundation in the vocabulary and grammar of languages upon which they can build future learning.

- **PE and Games**

To develop the pupils' physical control and coordination as well as their tactical skills and imaginative responses and to help them to evaluate and improve their performance knowledge, across a range of sporting activities. To understand the importance of leading healthy and active lives as well as the values of teamwork, fairness and respect.

- **Computing and Technology**

To ensure that Digital Technology permeates and enhances the whole

curriculum, whilst also teaching subject specific skills in Computing lessons. The pupils' are taught to develop, plan, and communicate their ideas.

- **Spiritual, Moral, Social and Cultural Education**

To contribute to the development of pupils' own beliefs and values, including the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. To develop a knowledge and understanding of world religions and sensitivity to spiritual and religious interpretations of human experience.

Spiritual, moral, social and cultural education is actively promoted through assemblies, RE and PSHE lessons but also in all other lessons.

- **Wellbeing**

To equip children with the knowledge and skills in order to promote their own positive mental and physical wellbeing, and to be able to contribute positively to society, both now and throughout their lives. To play a positive role in contributing to the life of the school community and the wider community.

PSHE lessons and Form Time encompass Personal, Social, Health, Citizenship and Economic Education and Relationships, Health and Sex Education (RSE).

- **EYFS**

The school ensures that the children in Reception have access to the Early Years Foundation Stage curriculum's seven areas of learning: Communication and Language, Physical Development, Personal Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Through this the children are taught personal, social, emotional, physical development and communication and language skills appropriate for their age (see the Early Years Foundation Stage policy).

Meeting the Needs of all Pupils

We have mixed ability pupils in each year group. The classes are mixed in the September they move into Reception, Year 3 and Year 5 to ensure the widest opportunities for friendship and stimulation for each child.

Our curriculum is underpinned by a range of different teaching and learning approaches, which are carefully chosen to suit pupils' needs. Teachers plan thought provoking, interesting lessons which ensure an appropriate level of challenge for all. All

pupils have the opportunity to learn and make good progress, whatever their ability. Teachers respond to the learning needs of their pupils with carefully planned feedback, tasks and lessons to ensure that each child is able to make progress and learn.

Teachers effectively utilise the wide range of classroom resources and facilities which the School provides.

The Learning Enrichment Department addresses the needs of all pupils who may have specific learning needs or disabilities, either throughout, or at any time during, their school careers. Careful assessment and recording of a pupil's learning needs, strengths and potential inform the next steps for that pupil. Staff in the department are available to provide challenges for both able pupils, and pupils who are not reaching their potential, to develop specific skills and talents, accelerate learning and aim for excellence.

Alongside classroom differentiation by the class teacher, the Learning Enrichment Department ensures that all pupils have access to a broad and balanced curriculum and tailors small group or individual teaching sessions to challenge the pupils and enable them to develop strategies that will prepare them for future learning opportunities and experiences.

Assessment

Data obtained from a variety of formative and summative assessments, including those relating to pupil attitudes, enable teachers to acquire a well-rounded picture of each pupil's attainment and achievement. Formal and informal assessments enable teachers to respond to the needs of all learners and to plan lessons which in turn ensure that pupils are able to make progress.

At a subject level, learning is assessed according to the aim of a particular lesson or series of lessons. Relevant information about all pupils is taken into account and students are provided with a wide variety of effective, meaningful feedback, in accordance with the Feedback, Marking, Assessment and Reporting policy to enable them to make progress.

Pupil Progress Meetings (PPMs) are held regularly, attended by class teachers, the Learning Enrichment Department and chaired by the Heads of Academic (Years 1-6) to track and evaluate pupil achievement and attainment.

Attainment and achievement within the curriculum from Reception through to Year 6 is monitored, assessed and evaluated by the Subject Leads/Coordinators and the SLT.

Parents are given a detailed and clear assessment of the performance of their child via a report (mid-year and end of year); they are also kept up to date through regular parent-teacher meetings which are held throughout the year.

Teaching and Learning

Teachers have high expectations of their pupils and use a wide range of teaching

methods. Shared experience between teachers and learners occurs which promote the view that learning is enjoyable, stimulating, rewarding and motivating. The teaching enables pupils to acquire new knowledge and make good progress according to their ability so that each child can reach his/her full potential. Teaching resources are of a high quality and ensure pupils are exposed to a wide range of stimulating material.

The curriculum is described initially through Long Term Plans or Schemes of Work, which set out the knowledge, skills and understanding which pupils should be taught in each subject. From this, medium term plans and weekly lesson plans are created which detail how the learning is intended to take place. These lesson plans are evaluated for effectiveness and subsequent plans always allow for responsiveness and flexibility.

Further information on Teaching and Learning, including timetable allocation, can be found in the Teaching and Learning policy.

St Christopher's Character Counters

We focus on a growth mindset and developing habits of learning that encourage the pupils to become active learners, with characteristics that support them when they face challenges. Through explicit modelling during assemblies, House Meetings displays and class based activities, pupils are able to develop the following nine characteristics:

C - Common Sense

H - Honesty

A - Adaptability

R - Respect

A - Accountability

C - Creativity

T - Teamwork

E - Enthusiasm

R - Resilience

These will equip them with the character traits that will not only enable them to be successful learners, but prepare them for the world beyond school.

Subject Review

The responsibility for the whole-school curriculum in subject areas lies with the Heads of Department or subject leads. SLT will oversee the monitoring of the whole curriculum, ensuring that the aims of the school are being met.

This includes producing subject policies and monitoring their subjects across the school.

Subject Review will involve:

- **Observations**

These offer the Head of Department and SLT staff first-hand experience and direct evidence of what happens in classrooms. However, they must be carried out with care and sensitivity so they are viewed as contributing to learning and improvement.

- **Book scrutiny (Book Looks)**

A book scrutiny is useful for many reasons, including:

- to ensure HoDs develop a broad picture of strengths and weaknesses in their subject
- to check that pupils' work over time reflects the curriculum intent.
- to ensure pupils are learning the necessary knowledge and skills in a sensible order and developing incrementally.
- to ensure progress in a particular subject or year group.
- to provide a useful opportunity for professional development
- to provide evidence that policies are having the desired impact
- to ensure the marking policy is being adhered to.

- **Pupil interviews**

These focus on pupils' understanding of their targets, address issues around pupils' perceptions of themselves as learners and their views on the subject. Children and young people can offer unique perspectives on what it is like to be a pupil at school; involving them can create meaningful change and better academic outcomes, as well as facilitating a sense of empowerment and inclusion.

- **Review of curriculum content, planning and policies**

This will involve reading, evaluating and reviewing the written documentation that supports and influences the day to day teaching of each subject.

Heads of Department follow up their subject review with a feedback document for SLT and attend the next available SLT meeting to report back on their subject. Heads of Department reflect upon what their subject review is telling them and this informs their subject development plan and all future actions.

In addition, The Head and Assistant Heads (Academic) regularly see a small group of pupils from each year group, along with their exercise books, to talk about their lessons in order to have an overview of learning throughout the school.