

St Christopher's School (Including the EYFS)



Curriculum Policy

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Aims

St Christopher's provides full time supervised education for its pupils. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society. We do this by:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future via a broad and balanced curriculum, which encourages the children to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Being flexible enough to respond to change and incorporates innovation as appropriate.
- Promoting an ethos of care, mutual respect and support, where effort is valued, and success celebrated. The children are taught to appreciate and value differences in our diverse society and the contribution made by everyone.
- Enabling children to become active, responsible and caring members of the school and wider community by working co-operatively with others.
- Promoting high quality learning and attainment, leading to a positive attitude towards learning so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- Enabling pupils to acquire skills in speaking and listening, literacy and numeracy.
- Using technology effectively in supporting teaching and learning and gives pupils the opportunity to present their work in personalised ways.
- Providing a high-quality learning entitlement and environment.
- Enabling children to be self-motivated thinkers who are independent and creative learners.
- Enabling our pupils to work collaboratively.
- Valuing each other and ourselves, and by helping children to understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all. (Equality Act 2010)
- Ensuring that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum.
- Working in partnership with parents and the wider community.
- The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND, including pupils with an EHC plan, those for whom English is an additional language and the most able.
- The school is committed through its curriculum and extra-curricular pursuits, in helping pupils to understand how to stay safe and always promotes the welfare and safeguarding of children.

At St Christopher's we work towards the aims of our school through providing high quality learning experiences, within all we do; in the discreet and hidden curriculum, in the school environment and the interactions between all members of the school community. We believe that we teach the children through all that we do: through the implementation of the policies, systems and practice, that determines the curriculum and school day; learning and teaching should not just be seen as an isolated activity that happens in a classroom.

We believe that:

- Learning should be a rewarding and enjoyable experience for everyone i.e. learning should be fun and enable children to make expected or accelerated progress.
- Teaching needs to equip children with the skills, knowledge and understanding necessary in order that they can play an increasingly useful and positive role in society and make informed choices about their lives both now and in the future.
- High expectations of learning behaviours are evident through explicit teacher modelling.

School staff will support the aims of the school through:

- Promoting positive relationships between all members of the school community (children, staff, parents and governors).
- Providing a secure, stimulating environment where all children are supported in responding to the challenges involved in moving towards and then reaching their full potential.
- Providing a broad, balanced and engaging curriculum, this is appropriately differentiated according to the needs of all children.
- Addressing issues of entitlement to ensure equality of opportunity for all children.
- Rewarding children for all the good things they do both in school and in the wider community.
- Promoting a positive self-image whereby children are encouraged towards a sense of responsibility for themselves and others.
- Providing the skills that encourage children to become confident, independent learners.
- Providing impartial and non-stereotyped guidance and support to our pupils. Where possible visitors, some of which will challenge stereotypes, will be invited in to inspire and motivate our children.
- Offering a curriculum with a robust understanding of safeguarding through the comprehensive PSHE and e-safety programmes.

Children will support the aims of the school by:

- Attending school with a positive attitude, eagerness to learn and to behave in a way that allows themselves and others to learn.
- Working well independently and collaboratively; remembering what they have learnt and having the confidence to apply skills and knowledge in new contexts.
- Persevering with their learning and knowing that when they find it difficult, they can ask for help.
- Taking pride in their work, always trying their best and aiming to progress all the time.

Organisation and Planning

We plan our curriculum on a three-year rolling programme (see Appendix 1), to ensure the teaching and learning at St Christopher's remains fresh and exciting, for both the teachers and the children. This is reviewed annually to ensure progression of learning across the year groups, and termly topics are confirmed or identified for each year group. Each term a medium term plan is devised, which will identify each subject's key objectives, activity ideas, resources and assessment opportunities, in order to plan a pathway of the children's learning. Our short term planning is devised weekly by the class teachers, which will look at the learning objectives in more depth to ensure the learning is differentiated, to meet the needs of all children, including those with SEN, EAL and the most able. Weekly planning is evaluated and given to the Headteacher. Subsequent planning will be modified where necessary to ensure the needs of all learners is being met (even if this differs from the medium or long term plan).

All medium term planning can be found in the orange curriculum file in the Deputy Headteacher's office or on the staff network. Evaluated weekly planning is located in a file, in the Headteacher's office.

Key Stage 1

The curriculum we teach in Year 1 and Year 2 is based on 'The National Curriculum' but is not defined by it. The pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. The children are taught an ongoing programme of English, Mathematics, Science, History, Geography, PE, Music, Design and Technology, Art, Computing, RE, PSHE and French. The children in Year 2 also have lessons in Philosophy. The programmes of study for each subject area can be found in the medium term planning and each subject has a policy written by the subject co-ordinator (also found in the orange curriculum file).

Each subject area has a subject leader, who will provide a strategic lead and who will offer support and advice for colleagues related to the subject. Part of their role is to assess and review the subject policy and schemes of work devised by the class teachers. Work scrutiny will take place in order to look at standards in teaching and learning, monitor marking and ensure differentiation and progression is in place for all. Work scrutiny alongside planning will also highlight the range of teaching and learning styles being used effectively within our school. Subject co-ordinators may keep a portfolio of the children's work.

Music, PE, Computing and French are taught by specialist teachers and Philosophy is taught by the Headteacher.

Teachers will:

- Plan lessons effectively which take children's prior learning and current assessment into account and are appropriately differentiated in order that the lessons consolidate, build upon and extend learning for all children.
- Insist on high expectations of learning and social behaviours.
- Ensure that effective direction and support is given in order that the children make at least good progress.
- Demonstrate secure subject and pedagogical knowledge in order to inspire children and build their understanding.
- Apply a range of teaching styles, which appropriately match the children's learning styles in order to sustain their concentration, motivation and application.
- Develop and sustain good links and focussed communication with parents/carers in order to support the children's learning.
- Develop and maintain safe, secure and inspiring classroom and learning environments.
- Demonstrate effective lesson organisation.
- Effectively assess and monitor children's progress in order that they can extend children's learning both within individual lessons and over time.
- Use resources effectively, including other adults, to support children's learning.
- Use technology effectively in order to support children's learning.
- Use questioning effectively to gauge and extend children's skills, knowledge and understanding.
- Be reflective regarding their professional practice and seek CPD opportunities when necessary to equip themselves with the skills, resources and knowledge needed in order to provide the children with the best possible learning experiences both in class and when undertaking interventions.

Early Years

The teaching and learning in Nursery, Pre-Reception and Reception are based on 'Development Matters', where the 'Characteristics of Effective Learning' (playing and exploring, active learning, creating and thinking critically) are intertwined with the 'Prime areas of learning' (Personal, Social and Emotional Development, Communication and Language and Physical Development) and the 'Specific areas of learning' (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) to enable the children to be at least secure in the Early Learning Goals. The children will access teacher led learning and will then be able to develop their skills and understanding through self-initiated learning from planned activities set up by the teacher. They will also choose their own

learning and decide upon the direction it takes. The teachers and key workers will also adapt planning and follow the children's lines of enquiry. There will be a balance of structured activities and child-initiated play with opportunities for learning both indoors and outdoors. The EYFS curriculum includes specialist music, PE, French and Outdoors Adventures. (More detail can be found in the Early Years Teaching and Learning Policy)

Assessment

On-going formative assessment is at the heart of St Christopher's. This enables us to support the children in deepening and strengthening their learning, understanding and development.

EYFS-Nursery and Pre-Reception

Our Nursery and Pre-Reception staff use Tapestry to make observations of the children's learning. Tapestry is also used as a parent share system so that parents can support their child's learning at home, as well as provide the school with examples of their child's home learning. This is used alongside staff knowledge and evaluated planning to determine the age band in Development Matters that each child is working within. This enables staff to plan for consolidation and next steps in each child's learning journey. Data capture points happen at the end of each term, as well as the term of entry (as a baseline) on INSIGHT Tracker. This enables attainment and progress to be monitored and tracked by the Deputy Headteacher, which is then analysed and reported back to the Headteacher, Governors and staff including the SENCO.

EYFS-Reception

Our Reception staff use 2Build a Profile to make observations of the children's learning. This is used alongside staff knowledge, child-initiated recorded work and evaluated planning to determine the age band or Early Learning Goal in Development Matters that each child is working within. This enables staff to plan for consolidation and next steps in each child's learning journey. Data capture points happen at the end of each term, as well as the term of entry if not transitioning from out Nursery (as a baseline) on INSIGHT Tracker. This enables attainment and progress to be monitored and tracked by the Deputy Headteacher, which is then analysed and reported back to the Headteacher, Governors and staff including the SENCO. In the EYFS, the school will assess according to the statutory Early Years Profile. Results of the Early Years Profile are provided to the parents, with an opportunity for them to come in and discuss the results and to Surrey Local Authority in June.

KS1

In Key Stage 1 a formal baseline assessment is made in the core areas of learning (Reading, Writing, Maths and Science), to act as a benchmark to measure progress. Ongoing assessment, alongside termly assessment tests and independent writing is then used to inform termly assessments on the progress tracker where the children are identified as; working towards, developing within, secure or mastery in the year group objectives. The assessment co-ordinator then looks at this data to identify children who may need some intervention; this may be children who are below expectations, in line with expectations or those who are above expectations. This may depend on expected outcomes. Sometimes 1:1 or small group work with the SENCO is identified as a requirement. The Deputy Headteacher also leads small group sessions with children identified. The basis of this group will depend on the need of each cohort of children for example, enrichment for the most able or core skills for children in line with age related expectations.

Teachers will continually assess the learning needs of all children, in all subject areas to ensure all children reach their full potential. Termly tracking meetings are held to discuss all children's progress in their academic, emotional and social learning. At any point during the academic year a child can be referred to the school SENCO, Headteacher or Assessment co-ordinator for monitoring.

The Reception and KS1 teachers have a purple Assessment File in their classrooms, which contains class and individual assessment information for the children in their class. (More detail can be found in the Assessment Policy)

Recording and Reporting Attainment and Progress

Reporting to parents occurs through two parents evening with targets given orally at the first one and written at the second, a showcase morning and end of year reports with targets. At the parent's information evenings at the beginning and or end of an academic year, parents are told about assessment practices at St Christopher's, including recording and reporting. They will have been shown the 'Standards Windscreen' (see Appendix 2) we use to identify the range of abilities working within an assessment band. Then at Parents Evenings the class teacher will identify where each individual child is working in the core areas of learning on this windscreen and their projected outcomes for the end of the academic year. Each child will receive a standards windscreen alongside their summer report. Interim reports are written on request for prospective schools. These are confidential and not shared with parents. Parents are also invited to a termly 'Sharing Our Learning' session where the children talk to their parents about their learning with all of their books in front of them.

At St Christopher's we operate an 'Open Door Policy' where the parents may meet their child's teacher or Headteacher by appointment, or informally at any time.

The children in Nursery, Pre-Reception and Reception have a 'Learning Journey' which highlights their learning path through guided work, independent work and observations made about their learning. The children in Reception also have a 'Ready for Writing' book that shows their attainment and tracks their progress in writing. The children in KS1 have a range of workbooks and folders to demonstrate their understanding and learning. All children have a St Christopher's book which begins in Nursery and continues through to Year 2. This contains photographs of special events e.g. trips, school productions, House events and special days (Maths, Environment, Book, Science etc.). It also contains samples of work and includes a drawing of themselves annually to track progress in drawing skills.

Fundamental British Values

At St Christopher's we recognise that we have a part to play in actively promoting Fundamental British Values (FBV). Pupils learn respect for British values and the rule of law together with the principles of democracy and free speech.

We will achieve this by:

- **Democracy**- our School Council introduces the children to the concept of a democratic vote as each class votes for their own class representative. All opportunities to discuss 'voting' are seized and discussion using turn taking, a show of hands and a paper vote are used in a variety of class-based activities, Year 2 Philosophy lessons and assemblies when appropriate. A questioning approach is encouraged in all lessons as we aim to build the good citizens of the future.
- **Rule of Law**-in the Autumn Term, each class produces a personally produced set of Class Rules that lie concurrently alongside whole school rules. These enable the Class Teacher or Key Worker to draw the child's attention to their agreed, devised rules in the event of any transgression and to reinforce the collaborative approach for rules to be followed. A positive approach to good behaviour and learning is recognised and celebrated by the whole staff, using House points, stickers, Merit Assembly recognition, visits to the Headteacher and Secret Letters home.

- **Individual Liberty**- part of the ethos of St Christopher's is a focus on providing opportunities to increase each child's confidence in their own abilities and self-esteem, and this is reflected in both our PSHE curriculum in KS1 and PSED in the Early Years. Our children are confident to discuss their feelings and responsibilities, in relation to understanding freedom and happiness for all. This takes place in a range of situations, for example, in the playground, Year 2 Philosophy lessons and throughout our everyday curriculum.
- **Mutual Respect and Tolerance**- weekly assemblies begin in the Autumn Term each with a different theme, often linked to how different cultures (e.g. Greeks, Christian, Jewish, Aborigines) make sense of the world. Children are introduced to the notion that all beliefs are to be valued, questioned and discussed rather than accepted without consideration. Visitors with a range of beliefs are invited in, to talk to the children. We believe in challenging stereotypical roles and strive to invite visitors, such as a female paramedic and a one-armed pianist who challenge stereotypes.

Spiritual, Moral, Social and Cultural Development

We are aware of our role to promote and support the growth of our children's spiritual, moral, social and cultural development. A healthy questioning approach in all areas of the curriculum is developed by encouraging enquiry and debate. This is achieved through a variety of age appropriate and meaningful ways including:

- **Discussion**- Time to Talk, circle time, partner talk, School Council, Peer Assessment, Philosophy, PSHE and assembly.
- **Assemblies**- featuring stories read and shared, short video clips and personal testament from visitors such as our local vicar, community nurse, charity representatives such as Pong Tek and MERU, Scientists, Engineers and the local police.
- **Rewards**- house points, stickers, merits, secret letters home, cup awards, lunchtime supervisor awards, good manner awards (e.g. Kindness Kangaroo, Polite Penguin), Wows (from home and school), poetry competition certificates and prizes, Sports Day medals and stickers, House Day prizes
- **Enrichment**- trips to a variety of settings such as The Baitul Tafuh Mosque, St Martin's Church, Sri Raja Rajeswari Amman Temple in Stoneleigh, Polka Theatre, Kidzania, Bourne Hall Remembrance Garden, Langley Vale tree planting, The Barbican, St Pauls Cathedral and tea with the local mayor at the Town Hall.

Physical, Mental Health and Emotional Well-being

We actively promote the physical, mental health and emotional well-being of all our pupils. This is achieved daily, weekly and termly in several ways including:

Blue bench monitors, show and tell sessions, time to talk, friendship flowers, circle time, good manner awards (e.g. happiness hamsters), inspirational visitors such as Olympic Gold medallist Tom Ransley and female horserace trainer Laura Mongan, visits out of school to allow our pupils to contribute to society, such as the Harvest Festival at St Martin's church, RNLi safety assembly, Year 2 visit Linden House to talk to and sing to the elderly residents and carol singing in Epsom. Year 2 also participate in the Digital Citizen Award.

Equal Opportunities and Safeguarding

The curriculum at St Christopher's is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability. As a non-selective school, we offer learning support via a SENCO and ensure the needs of all learners are met, including the most able.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues, which may affect them, and to ensure they feel safe and supported at school. Our PSHE curriculum affords opportunities to be responsive to issues as they arise, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Through the curriculum, pupils are taught to express their opinions with confidence, feeling secure in their environment that is actively promoted with the children from when they first start at St Christopher's. They are taught to respect and value the opinions of others, even though their own opinions may differ, and to listen and take turns speaking. All pupils are taught the value of tolerance and how to deal with playground situations which they may feel are unfair or unkind to them.

We aim to provide an environment in which pupils are valued, fulfilled, confident and emotionally secure and to foster courtesy, respect, tolerance and understanding.

Each pupil is valued as an individual within a supportive shared community – they are encouraged to develop into resilient learners who aim high and can think independently.

English as an Additional Language (EAL)

We maintain an EAL register, which is updated annually. Across the school, there is a small percentage of children for whom English is classed as an additional language, as defined by the DFE, though the majority would be considered fluent in English. Our annual cohort composition determines what extra facilities and activities we will incorporate into the classrooms and environments.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

Homework

At parent information evenings the 'Homework Guidance' advice is discussed with parents. This is then put into the front of the children's homework book for the parents to refer to.

Nursery and Pre-Reception- mini challenges and questions posed via Tapestry. In the summer term Pre-Reception take home reading books and library books.

Reception- Reading books are changed three times a week, key words weekly, maths challenges weekly and half term homework.

Year 1 and Year 2- Reading books are changed daily, key words if still needed weekly, weekly homework over the weekend varying the subject week by week, weekly spellings to learn for a test and half term homework. Year 2 have a Christmas Homework pack sent to support the Year 2 7+ tests which take place in early January.

In addition, as well as the above homework children are asked to learn lines for class assemblies and Christmas and Summer shows. Year 2 will have additional lines for special events such as Harvest Festival, Christingle and leavers assembly.

We have an annual poetry competition where every child in school takes part. The children are asked to learn an age appropriate poem over the February half term holiday in readiness to recite in front of their class.

The Curriculum Policy will be reviewed annually in consultation with the governing body and in light of the School Development Plan.

Linked policies:

- Assessment
- More Able
- SEND
- EAL
- PSHE
- Safeguarding and Child Protection
- Equal Opportunities

Signed *H Crossley*
Mrs H Crossley
Chair of Governors

Signed *A C Thackeray*
Mrs A C Thackeray
Headteacher

Reviewed: October 2019
Next Review: October 2020

APPENDIX 1- Three-year rolling curriculum

PROGRAMME 1 2018-2019	AUTUMN	SPRING	SUMMER
NURSERY	Let's Build It!	Rhyme Time	Away We Go! <i>Train Journey</i>
RECEPTION	Pirates <i>Wakehurst Place</i>	Spring into Space <i>Space Dome</i>	Farmyard Adventure- <i>Bocketts Farm</i>
YEAR 1	Once Upon a time <i>Gatton Park</i>	What a Wonderful World <i>Environment Dome</i> <i>Leeds Castle</i>	From Field to Fork <i>Kew Gardens</i>
YEAR 2	Italy <i>Pizza</i> <i>Express/Denbies</i>	Victorians <i>Guildford</i> <i>Museum-Victorian</i> <i>School</i>	Underground Overground <i>Juniper Hall</i>

PROGRAMME 2 2019-2020	AUTUMN	SPRING	SUMMER
NURSERY	Magnificent Me!	Tell Me A Story	Mini-Beasts
RECEPTION	Turrets and Tiaras <i>Painshill Park</i>	Under The Sea <i>Brighton Sealife</i> <i>Centre</i>	Ready Steady Go! <i>Brooklands</i>
YEAR 1	Magic Toybox	Go Wild!	Island Life
YEAR 2	Rule Britannia	Africa	Inventors and Dahl

PROGRAMME 3 2020-2021	AUTUMN	SPRING	SUMMER
NURSERY	Amazing Animals	People Who Help Us	Imagine if... <i>Hampton Court</i>
RECEPTION	Superheroes	Into The Woods We Go...	I Like To Move It, Move It!
YEAR 1	There's No Place Like Home	Knowing Me, Knowing You	Down At The Bottom Of The Garden
YEAR 2	Famous People	Pole to Pole	Animal Authors

Appendix 2- Example of Standards Windscreen at the end of Year 2

