

SAINT CHRISTINA'S SCHOOL: CURRICULUM POLICY

<i>Review Initiated by</i>	<i>Head</i>
<i>Last Review</i>	<i>Autumn 2022</i>
<i>Next Review</i>	<i>Autumn 2023</i>

This Policy can be found in the Policy Library and is publicly available on the School website and a copy may be obtained from the School Office on request.

Legal Status:

Regulatory Requirements, Part 1 Quality of Education Provided (curriculum) (teaching) of the Education (Independent School Standards) (England) Regulations.

1. Introduction

- 1.1 Saint Christina's provides a full-time supervised education for all pupils aged 3 – 11 years. In line with our Mission Statement we offer a curriculum that is broad, balanced, coherent, relevant and accessible. The curriculum recognises the unique value and potential of each pupil and encourages pupils' personal growth and development in all areas to enable the children to become confident, responsible and considerate members of the community. The spiritual education and development of pupils is fundamental to the ethos of our School and is interwoven with, and indeed reinforces all other aspects of the curriculum. The curriculum at Saint Christina's provides experiences of mathematical, scientific, technological, linguistics, human / social / physical / aesthetic and creative education as well as ensuring that the children are appropriately challenged throughout their education. At Saint Christina's, the children are immersed through many different learning opportunities such as learning through assemblies, school trips, the extended extra-curricular activities and the many other opportunities that the school provides to enrich the children's learning experience.

2. Aims

- To be a School where children enjoy the excitement of becoming independent learners, feel safe and happy.
- To encourage and support the spiritual, physical, personal, social, moral and intellectual development of every child by providing a wide and rich range of educational and cultural experiences.
- To recognise each child's unique value and gifts, ensuring that children feel appreciated for themselves not just their achievements.
- To instil in pupils a sense of personal responsibility and self-discipline encouraging them to always try their best.
- To teach pupils to respect and care for other people in the immediate environment (home and School) and the wider world, thus fostering an atmosphere of mutual respect between staff and pupils.
- To establish close links between home and School - keeping parents informed about their child's progress, School policies and activities.
- To regularly assess and monitor the progress of each pupil, ensuring that the education provided is appropriate to his/her age and ability thus enabling each child to develop and use their talents and abilities to the full.

3. The School Day

Classes	Times
Nursery & Reception	8.50 – 3.25
Years 1, 2 and 3	8.45 – 3.40
Years 4, 5 and 6	8.40 – 3.45

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4. Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage we adhere to the Statutory Framework for the Early Years Foundation Stage. The School has a separate *EYFS policy*. There are seven areas of learning and development. All areas are important and interconnected.

The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are 4 specific areas through which the prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In addition, children's spiritual development is nurtured through the religious education teaching scheme, The Way, the Truth and The Life as well as weekly Liturgies in the EYFS.

- 4.1. The children participate in a combination of adult-led and child-initiated activities each day both inside and out. The classroom and outside space are organised into different learning areas with resources available and clearly labelled to help the children to become independent learners.
- 4.2. We use small group or whole class sessions as opportunities to introduce a new topic and demonstrate and encourage particular aspects of learning or specific skills. During the day in Nursery children can select their own activities. In Reception, the children are introduced to more structure and the activities are directed and differentiated to a greater extent.

All our activities are planned so children work towards attaining the 'Early Learning Goals' by the end of Reception.

For additional information, please see the *Early Years Foundation Stage Policy*.

5. Key Stage 1 and Key Stage 2

Pupils are provided with experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic, creative and spiritual education.

6. Religious Education

We use the scheme recommended by the Archbishop of Westminster, Vincent Nichols, 'The Way, The Truth and The Life'. The religious life of the School is further supported by daily prayer, the examen, the celebration of weekly Mass, seasonal festivals and assemblies. Children are encouraged to participate in the preparation and delivery of the Mass. Our Religious Education programme makes a significant contribution to children's human and social education and in promoting the spiritual, moral, social and cultural development of the pupils.

7. Spiritual, Moral, Social and Cultural Development (SMSC) - See separate SMSC Policy.

The declared values of the school are enhanced by the linked qualities of Spiritual, Moral, Social and Cultural Development. We are a Catholic School but welcome pupils of all faiths and belief systems whose families support the ethos of the school. We encourage all pupils to strive for academic excellence in a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. Whilst SMSC is integral to all aspects of our curriculum, PSHE and Religious Education make a strong contribution. Pupils are led towards distinguishing right from wrong, to

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respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. We actively promote fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Our school:

- leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;
- takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism;
- ensures that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety;
- enables pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provides pupils with a broad general knowledge of public institutions and services in England;
- assists pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.

7.1. We also take such steps as are reasonably practicable to ensure that political issues are brought to the attention of pupils:

- while they are in attendance at the school;
- while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
- in promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere;
- being offered a balanced presentation of opposing views.

7.2. Therefore the understanding and knowledge expected of the pupils in our school as an outcome of our positive approach to SMSC includes:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their well-being and safety;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; an understanding of the importance of identifying and combatting discrimination.

8. A Personal, Social, Health & Economic Education (PSHE) - See separate PSHE Policy.

The PSHE programme of study (Jigsaw) which reflects our School aims and ethos encourages respect for others and is taught throughout the School. Many aspects are also addressed in other curriculum areas, principally in the programmes of study for Religious Education, Science, Computing and Physical Education. A variety of trips, assemblies, visiting speakers, circle time, charity days and an active School Council enhance these and all other areas of the curriculum, raising pupils' awareness of the environment, religious practices, racism, bullying, e-safety, world poverty, healthy lifestyles and helping pupils achieve personal goals. The School promotes Fundamental British Values (see point 7) and respect for all those within the following protected characteristics: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion or Belief.

9. Fundamental British Values

Saint Christina's actively promotes Fundamental British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of different Faiths and Beliefs) within its very DNA. The way that we live, relate to one another and organise the school places FBV at the centre but this is explicitly supplemented through

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the school curriculum generally (e.g. History, RE etc) and within the PSHE programme explicitly and also through for example, Assemblies, Class time, School Masses etc.

10. Linguistic

This is largely addressed by the core English curriculum which provides for the teaching and progression in, speaking and listening, reading and writing. Regular assemblies, productions and the weekly celebration of Mass give pupils further opportunities to develop their skills. Book weeks, book clubs, debate club, newspaper clubs, visiting authors, theatre trips and visiting drama groups provide additional stimulus. Reading and writing skills are practised and reinforced throughout the whole curriculum.

- 10.1 Linguistic skills are further taught through the teaching of Spanish from Nursery through to Year 6. Pupils who have English as an additional language (EAL) are supported within the classroom and as part of EAL groups. Extra-curricular provision includes and has included from time to time, for example, clubs for Latin, French and Drama (including preparation for LAMDA exams), Reasoning club, Quiz club and Library sessions. Some learning of Ancient Greek takes place through History teaching in Year 6.
- 10.2 BOFA, the Atom Learning Platform, and My Maths are online resources that are available to the children both within and outside of School in support of linguistic development and are used particularly at the higher end of the School in preparation for transition to secondary school.

11. Mathematical

This is largely addressed by the core curriculum which provides for practical activity, exploration and discussion as pupils are helped to make calculations, understand and appreciate relationships and patterns in number and space, problem solving, developing a capacity to think logically and express thoughts clearly. The Collins Busy Ant Maths Scheme is used throughout the school from Reception to Year 6. Mathematical skills are also addressed where appropriate through Science and Technology, Geography, Art and Design and Technology, and Computing. Competitions also support the pupils' mathematical thinking e.g. Junior and Intermediate UKMT. BOFA, the Atom Learning Platform, Maths Whizz and My Maths are online resources that are available to the children both within and outside of School in support of mathematical development and are used particularly at the higher end of the School in preparation for transition to secondary school.

12. Scientific

Science and Technology is an important core subject, which aims to stimulate and excite pupils' curiosity about phenomena and events in the world around them. In Key Stage 2 the School uses the ISEB Science Course Scheme and Materials. The pupils learn to become confident and independent scientists, who have the ability to think logically and clearly through using experimental evidence, and modelling through scientific method. In addition, developing the skills associated with Science such as enquiry, observation, forming hypotheses, conducting experiments, recording their findings, considering the reliability and validity when drawing conclusions and evaluating methods used, whilst adhering to the importance of fair testing and relevant aspects of health and safety is an essential part of Science teaching at Saint Christina's. Two STEM clubs are in operation at the school which provide extra opportunity to motivate and children pupils who have a strong interest in science and engineering. The clubs focus on real life problem solving tasks with engineering and scientific tasks from crossing rivers with Lego bridges to designing robotic proximity sensing cars. Teaching and learning in Science and Technology is enhanced by visiting scientists, Science Club hosted by Mother Nature during the holidays, the celebration of National Science Week and trips to the Royal Institution, Science Museum, London Zoo as well as other relevant places of interest. The pupils learn to understand how major scientific ideas contribute to technological change. Furthermore, they begin to appreciate the way Science will affect their future on a personal, national and global level. Science and Technology is taught by a specialist teacher. We are able to link science and technology through the use of SAM Labs, which empowers the children to create algorithms using iPads to control Bluetooth operated electronic blocks such as buzzers, lights and motors. This enables the children to write code to create and control real physical systems (robotics) and envisage how they can be scientists / engineers of the future.

13. Technological

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This includes Art and Design, Science and Technology and the use of Computing and its application to the wider curriculum. Through Computing lessons and the wider curriculum, pupils are taught to use coding software, create, store and organise digital content, know how to keep safe on-line, word processing, modelling, coding, multi-media, research, internet, spreadsheets, and databases. Pupils use a range of iPad apps to support their learning in class. The learning can be extended through the extra-curricular clubs such as iPad animation. Design and Technology involves developing, planning and communicating ideas, working with different tools and materials and evaluating processes and products. It also includes cookery, for example, designing and making sandwiches in KS1 to nutritious health bars in KS2 alongside additional after-school clubs. It encompasses workshops delivered by professional designers as well as both short and long term projects. Most recently it has been supplemented at the top end of KS2 with the addition of the Formula 1 in Schools Programme where children have the opportunity to design and race their own racing cars.

14. Human and Social

History and Geography make a major contribution to the pupils' knowledge and understanding of people and their environment and how human action now and in the past has influenced events and conditions. Because of the nature of the subjects and the way that they can be applied to other curriculum areas, they may often be used as drivers for topics that are being studied at particular times. Local studies, field studies and school trips to places such as Hampton Court, The V&A Museum, The British Museum as well as a Year 5/6 residential visit supports and enhances the pupils' learning experience. Our programmes of study for R.E. and PSHE also contribute to this aspect of our pupils' education. Drama also plays a part in enhancing this aspect of education.

15. Physical

This area aims to develop pupils' physical control and co-ordination as well as their tactical skills and ability to evaluate and improve performances in a variety of team and individual sports e.g. invasion games, football, netball, hockey, dance, gymnastics, swimming and inter-School matches. Pupils also acquire knowledge and understanding of the basic principles of fitness and health. There is a wide variety of extra-curricular activities and clubs to support the Physical Education programme which includes a broad range of sporting clubs and activities and a residential trip for Year 5/6. The school has a number of sporting teams that compete locally, regionally and nationally. Friendly matches are included in the programme to ensure the sporting fixtures are inclusive to all children.

16. Aesthetic and Creative

There are aesthetic and creative aspects to all subjects but a major contribution is made through the teaching of Music, Art and Design, Drama, English, R.E and Computing. Teachers seek to foster the talents of individuals wherever possible in both formal lessons and the wider School environment. Music plays a significant role in the celebration of weekly Masses, Christmas, Easter and Summer Term Productions, Class Assemblies and religious festivals. Assemblies showcase children's musical and dramatic abilities and pupils are encouraged to sit exams offered through ABRSM, Trinity School of Music and LAMDA. Pupils are given the opportunity to participate in local festivals and stage performances in support of local charities. We also attend Orchestral Concerts, Ballets and Stage Plays that enhance our pupils' artistic development. The Music and Art Suites accommodate individual Instrumental Tuition, Little Voices, Junior and Senior Choirs, Orchestra, Musical Ensembles, Speech and Drama, Art Design and Technology Clubs. In keeping with the ethos of the School, all Ensembles are non-selective. The school provides Music Theory tuition for beginners and above grade 2.

17. Differentiation

The curriculum acknowledges the differences between pupils and endeavours to balance challenge with likelihood of success to ensure all pupils have the opportunity to learn and make progress. It implies a need for variation in teaching approaches and classroom organisation. A differentiated curriculum, whilst reflecting our Catholic ethos, also acknowledges the multi-cultural and multi-faith character of the School; parent talks, visiting speakers, international celebrations enhance the curriculum and enable staff and pupils to develop a set of personal values acknowledging the worth of every individual in our community and in society as a whole. In liaison with parents and key staff, provision is made for more able children, those with

learning difficulties and those with English as an Additional Language. (See also *More Able Policy*, *Special Educational Needs Policy* and *English as an Additional Language Policy*)

18. More Able

At Saint Christina's School we recognise that some children need extension work above and beyond the curriculum. We offer a broad selection of extra-curricular clubs to cater for those who have more ability in particular areas whether that is academic, sporting, musical etc. Moreover, we enjoy visiting workshops visits from well-known authors, participate in the annual General Knowledge Quiz Championship, as well as the UKMT Junior Mathematics Challenge and we also host a Saint Christina's Inter- School Maths challenge. Once a child has been identified as being More Able, through appropriate differentiation, teachers ensure that relevant extension work, stretch and challenge are provided to individual children. Provision is made for children of more ability through the programme outlined in the More Able Policy. The desire to see stretch and challenge is in addition supported by our emphasis on 'Intellectual Curiosity' where all children, no matter whether or not they have been identified as More Ability, are stretched e.g. the development of STEM within and beyond the curriculum to include the application of coding within the Sams Labs programme, the curiosity club and the whole school Space Day to complement our own Space Launch.

19. RSE – See the separate RSE Policy

The School provides RSE within the curriculum as detailed in the separate policy.

20. Political Education

The promotion of partisan political views in the teaching of any subject in the School is forbidden by law. Political issues are introduced in a number of courses and are presented in a balanced manner.

21. Achievement

In our school, our ambition is to promote learning in a way that enables all children to fulfil their potential and achieve their very best in all areas of their learning. In order to support this ambition teachers engage with detailed lesson planning, the implementation of those plans, as well as marking, assessment and feedback in line with our policies that encourage an element of partnership with the children as learners (see separate Marking and Feedback Policy). Our provision also includes support and intervention strategies at a number of levels including provision for children identified as More Ability as well as for those supported for the specific learning barriers that they face. In assessing the quality of the teaching in our schools, we take account of the evidence of pupils' learning, achievements and progress over time. When evaluating the quality of teaching in our schools, we consider how successful the teaching is in promoting the learning, progress and personal development for every pupil.

22. Standards of Attainment

We carry out data analysis and use the data provided to find out how well pupils in our school are achieving: individually, across classes, year groups, key stages and as a whole school. We analyse the statistics to help answer the following questions:

- Can we identify any groups of pupils who are more able
- Are pupils performing better in some subjects than others? If so, what and why?
- How well are the more able pupils doing, and do enough pupils achieve the higher levels?
- Can we identify any individual pupils who may be underperforming? If so, does a plan need to be written/parents informed/resources allocated?
- Can we compare expectations and estimates with final results?
- How can we assist children in their transition through Key Stages?
- If there are any issues raised, what do we need to do to address this to ensure the individual/group makes good progress?
- In addition to being discussed between relevant teachers, these questions and answers are regularly brought up in pupils review meetings and provision maps created and progress monitored at Phase level.
- Where appropriate outside agencies (such as occupational therapists or educational psychologists) are enlisted to further provide for children's needs.

23. Enrichment Opportunities

All pupils have the opportunity to develop existing interests and nurture new ones through a variety of clubs and enrichment activities, which operate before school, during lunchtimes and after school. These reflect the talents and interests of the staff and pupils, while some will also involve the input and expertise of external specialists.

24. Learning outside the classroom - Educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Our school's curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of the past and the present. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences. Nursery, Reception and Year 1 children take part in Forest School. The School has access to wonderful outdoor learning spaces on site as well as in the form of Regent's Park and Primrose Hill.

25. Effective Teaching - Expectations of Staff

Staff are expected to actively promote the curriculum aims by:

- having high expectation of pupils.
- employing a variety of learning and teaching methods.
- ensuring that pupils are enabled to access the curriculum and given opportunities to be successful.
- delivering lessons which build upon previous experience, providing continuity and progression.
- providing learning opportunities which offer depth and challenge and motivate and inspire pupils.
- involving pupils in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging pupils to evaluate their personal achievements.
- developing pupils' skills to become independent learners.
- encouraging, rewarding and valuing achievement and effort, both formally and informally, through praise in the learning environment.
- working in partnership with children, staff and parents/guardians/carers to achieve shared goals.
- keeping parents/guardians/carers regularly and fully informed about the progress and achievements of their pupils through reports and parents evenings.

26. Effective Learning

We acknowledge that people learn in many different ways and it is therefore incumbent on us to deliver teaching in a manner that addresses the needs of all our learners and enables them to achieve.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Assessment and marking are an integral part of the teaching and learning process. As outlined in the *Assessment and Marking Policy*, informal formative assessment takes place continuously in the classroom and consists of:

- well understood learning objectives which are shared with the pupils
- sharing or creating learning outcomes with the pupils to make them partners in their learning;
- plenaries being used as assessment opportunities;
- effective teacher questioning;
- observations of learning;
- analysing and interpreting evidence of learning to inform future planning;
- sensitive and positive feedback to pupils;
- individual target setting: SMART (specific, measureable, assessable, realistic and given in time);
- use of DIRT time - Dedicated Improvement and Reflection Time;
- Pupils understanding how well they are doing and how they can improve.

27. Virtual Learning Platform

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- The School has adopted the G-Suite Learning Platform which includes the facility to provide and assess work through the Google Classroom, deliver remote teaching through Google Meet and store and share resources through the Google Drive. In addition to this core suite, the School uses a number of applications in order to enhance core delivery e.g. the Atom Learning Platform, BOFA, Rockalingua, and My Maths.
- During the Pandemic Saint Christina's was able to make full provision to the children which included:
 - a) Live teaching throughout most of the day and in most subjects with a view to simulating as close an experience as the children might experience if they had been in School.
 - b) The delivery of the full timetable to include an hour of English and Maths online teaching each day for KS1 and KS2.
 - c) The EYFS programme has included shorter lessons in smaller groups which has been successful for maintaining maximum engagement and an extensive programme of 1:1 / Small group teaching sessions.
 - d) End of day 'catch-up / tutorial time' to allow the children to talk more freely and minimise the disruption to their social.
 - e) In-class Teaching Assistant provision allowing for children to attend break-out sessions at need.
 - f) SEN provision with children identified as having need of this support.

28. Learning Support – see separate SEND Policy

At Saint Christina's School we aim to identify and foster each child's natural aptitude. Through a system of consultations with the child, parent-teacher meetings and regular assessments, we monitor progress and celebrate achievements. When this monitoring and assessment identifies children experiencing difficulty in specific areas of the curriculum, we establish an individual support programme. Learning support may be in the form of small group support in class, or one-to-one or small group tuition with a Learning Support Teacher. If there are on-going concerns, we are most willing to advise on further courses of action. Children may be referred to the appropriate professional for further support and intervention, such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists. For those children who are new to the English education system in the independent sector, learning support is provided to ease children into their new class and School community. Where possible, one-to-one or small group support is available for children who are learning English as an additional language.

29. Relevance

The curriculum considers the age of the pupils and their previous learning. We ensure the curriculum subject matter is appropriate for the ages and aptitudes of pupils, including those with EHC plans, through reference to the National Curriculum, careful planning, regular assessment and monitoring. The curriculum, in particular PSHE and extra-curricular offers the pupils the opportunities, responsibilities and experiences in their next phase of education and in preparation for adult life. In addition to an active School Council, as the pupils progress through the School, they take on increasing responsibility for supporting younger members of the School community. All Year 6 pupils take on the role of 'Buddies' with a pupil from one of the Reception classes and take part in weekly activities together. We have a Prefect system for Year 6 children who have shown that they are responsible, positions include: Head and Deputy Head, Head of Prefects, House Captains, Music & Choir, Eco, Library, Charities, Languages, PE, Computing, Science and Class Prefects. Children are also encouraged to take an increasing role in independent decision-making and self-assessment as they progress through the School.

30. Assessment and Reporting

The School uses a range of formative assessment, summative assessment, work sampling and moderation and pupil review weeks. Parents' Evenings take place through the year in addition to parent/child learning reviews. Parents receive termly written reports for children in Years 1 to Year 6. Children in the EYFS are continually formally and informally observed and these findings inform our assessments. Parents of children in EYFS receive a report at the end of each year. In the interim they are able to understand the progress their children are making through our ~~Early Excellence Progress~~ Tracking programme. Nursery teachers provide opportunities to meet with parents throughout the year to discuss children's progress and ways in which

parents can support their children at home. All teachers are available to discuss pupil progress with parents at any point during the academic year and provide weekly emails to parents. Amongst other progress tracking measures such as CAT testing etc., all children in KS1 and KS2 are assessed for progress in English and Maths on a termly basis.

31. Planning, Monitoring and Review

Planning consists of Long term (Yearly Overview), Medium Term (Half-Termly) and Short Term (Weekly) plans. Planning, teaching and pupils' work and progress are regularly monitored and are reviewed by Subject Leaders, Phase leaders, the Deputy Head and Headteacher.