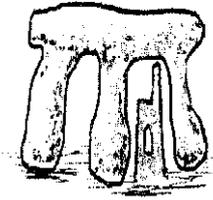


St Maddern's C of E School



Inspire, Believe, Achieve

Curriculum Policy

June 2018

1. Rationale

The purpose of this policy is to explain our approach to the curriculum at St. Mary's School. The term curriculum covers the formal requirements of the 2014 national curriculum, extra curricular activities that the school organises to enrich the learning experience of the children and also the 'hidden' curriculum that the children learn from how they are treated, responded to and expected to behave at St. Maddern's

The significance of the curriculum and the way it is taught is crucial to the development of the child as a learner both in terms of the 'learning power of the mind' and in 'training the habits of the heart' (Richard Layard, A Good Childhood) We strive to attain both these whilst ensuring that the curriculum engages, enthuses, enriches, enlivens, motivates the child and develops in each child curiosity and excitement about the world. We aim to embed these attitudes through the curriculum as they are essential attitudes towards learning for life.

This policy links specifically to the school mission statement of the school

Governors' mission statement:

- At St Maddern's C of E School our mission is to educate children for 'life in its fullness' by educating pupils spiritually, intellectually, socially, morally, aesthetically and physically within a school firmly based on Christian principles and on the examples of Jesus in the gospels.

And the school's aims

- Educating for Wisdom, Knowledge and Skills by following a curriculum that is broad, balanced and stimulates a sense of curiosity and excitement about the world and developed the full potential of every child in our care.
- Educating for Hope and Aspiration by providing a safe, nurturing and caring environment where child can take risks, build resilience and flourish.
- Educating for Community and Living well together by building positive relationships with our immediate school community, national and international community and for the school to be a hub of learning in the community.
- Educate for Dignity and Respect by promoting the character virtues of perseverance, respect and responsibility so that children leave the school resilient and trustworthy whilst displaying good manners and consideration for others.

Our chosen three core values are Perseverance, Respect and Responsibility

2. Aims of policy –

- Set out the core principles underpinning the curriculum at St.Maddern’s
- Provide guidance for all staff and information for parents about our approach to the curriculum
- Incorporate planning guidance and proformas to assist teaching
- Include assessment guidance and references to assessment procedures

3. Values:

Our approach to the curriculum is underpinned by the Christian ethos and values that we hold at St. Maddern’s C of E School. We aim for children at all stages to learn within our framework of Christian values that underpin the ethos of our school. Christian values are embedded in our ethos and approach to teaching and learning. All relationships within the school community are based on Christian values; they are referred to in lessons, through displays, through discussion and reflection in Collective worship and class times

4. Aims of our curriculum and approach to teaching and learning:

The overall aim of our approach at St Maddern’s is summed up in our strapline ‘Inspire, Believe, Achieve’

From this we aim for our curriculum to be:

- Inspirational and enjoyable for children’s learning and for teacher’s teaching
- Grounded in memorable first-hand experiences for all children to increase the inclusive ethos of the school for all children.
- Encouraging and developing high aspirations for the children and wider community
- Engaging with the community so the school is at the heart of learning in the community
- Positively engage parents and carers in understanding and supporting their child’s learning
- A bespoke curriculum based on the needs of the children, the distinctive Christian ethos, setting and locality of the school in the extensive grounds and also within Cornwall.

We will know we have been successful in meeting this when:

- Children are excited, enthusiastic learners who are inspired to learn and continue learning beyond the school.
- **All** children are making **at least** good progress from starting points,
- Parents and carers are engaged with the school and supportive of learning and aspirational for their children to achieve their best.
- **All involved in the school community have a ‘growth mindset’ mentality which is strongly inclusive for all.**

Through the delivery of our curriculum, we want our children to be:

- **Ready for learning** – motivated and curious. We aim for our children as learners to be enquiring, resourceful, independent, creative, and happy.

- **Resilient and risk taking** – to persevere with challenges and make their own choices. We aim for our children to develop attitudes that will equip them for a life time of learning.
- **Resourceful** – creative, collaborative and to be able to apply their learning in different contexts and make links between areas of the curriculum
- **Responsible** – to make the best of their learning opportunities. We aim for our children to take pride in and celebrate their achievements encouraging them to strive with hope to be the best they can be, achieving the highest levels of attainment.
- **Respectful** - to show consideration for the ideas, attitudes, feelings and values of others by developing positive relationships and mutual respect for one another. To be respectful and tolerant of those of different faiths, beliefs and practices.
- **Reflective** – of their own and each other’s learning. We teach our children to make connections and know what to do to improve their learning.
- **Reasoning** – articulate about learning, able to critique their own and others work and develop lateral thinking skills.

7. Responsibilities

The Head teacher is responsible for:

- ensuring that provision for all aspects of the curriculum is made
- ensuring that learning is excellent for all children
- ensuring that all staff are trained to a high standard to deliver the curriculum.

These areas will be reported on to governors regularly.

Our developing subject leaders need to ensure that

- All aspects of their subject are covered in our curriculum. This can be done by auditing and adding to our yearly curricular planning.
- Support and advice are available to colleagues to ensure the highest possible standards in each subject. Leading Learning team
- Ensure that the subject is well resourced and relevant CPD is provided.

Class teachers are responsible for

- Effective day to day planning
- Assessment
- Differentiating work to meet the needs of children in their class. Regular consultation with our SENDCo and Inclusion Co-ordinator help facilitate this.
- Providing good quality marking and feedback that moves the learning forward (see Marking and Feedback policy)

Teaching assistants are responsible for:

- Day to day delivery of the curriculum supervised by class teachers
- Following explicit guidance from the class teacher to support identified children with their day to day learning
- Providing feedback to the teacher about the learning needs of the children they assist.

Our pedagogy

Each class follows the curriculum map for their class. This sets out the long term plan for each class.

Our Foundation stage unit (EYFS) and classes 1 plan half termly topics and for class 2 there are termly topics.

Topic titles have been chosen to engage, excite and enthuse the children and where possible pose a question to encourage an enquiry approach. Areas of study have been carefully selected to compliment the topic and the two year rolling programme has been designed for class 1 and a four year programme for class 2 to ensure full coverage of the curriculum in each key stage for each learner.

As a Church of England School our RE features strongly in our choice of topics and we aim to make explicit links between RE and other subjects e.g. Our Class 2 topic on Mining with visits to Geevor and Gwennap Pit links with What makes Cornwall a spiritual place?

Our Pre School room for our youngest children on role is themed around the changing seasons to link with our purpose full emphasis on the out doors . Children led activities and experiences are planned to closely follow the children's interests in learning with the classroom environment enabling and developing children curiosity for learning.

Main Curriculum

At the start of the topic all classes have an 'Inspiration Day' designed to excite and enthuse the children about the topic. Teachers also spend time finding out what the children already know about a topic so they can benchmark their knowledge at the start and end. They also find out key questions that the children would like answered by the end of the topic which helps to inform the overall planning of a topic. In this way the children know about and contribute to their learning journey.

During the topic children will take part in exciting first-hand experiences to help make the learning memorable. We aim to include visits as part of our topics regularly. These are noted on our topic planner to ensure that children have a balance of visits over their time at St.Maddern's. Visits include the immediate local area e.g. Penzance, the beach, Morrab gardens, Penlee Museum and Geevor tin mine, the Royal Cornwall Museum, Truro Cathedral, the Eden Project and further afield, residential trips to Porthpean and London in 2019.

Medium and short term planning

Teachers plan a topic web or chart to link ideas and ensure coverage of the National Curriculum objectives. These are recorded on the class curriculum planners with objectives highlighted to ensure coverage.

We also organise theme weeks and days to help enrich the children's learning even further

Outdoor Discovery Days

St Maddern' C of E School is located in stunning grounds. We are passionate about teaching the children to appreciate and connect with nature.

Following the success of an innovative Forest School Project in Spring and Summer 2018 our curriculum now includes a day every month devoted to learning outside.

During this day children will:

- Work in family groupings across the school, encouraging successful cooperation across the age range
- Learn about the nature in the grounds of the school covering part of the Science curriculum from learning outside

- Become aware of seasonal changes and how these affect environments and habitats
- Develop resilience in the contact of real challenges
- Inspire creative responses to the ODD experiences
- Provide opportunities for building parental engagement through sharing outcomes with the children
- Build a sense of connection with the immediate environment of the school, build a sense of responsibility for the environment and ensure that all children feel empowered to contribute towards the care for the environment, becoming an Earthkeeper.

On our Outdoor Discovery Days The school divided into 3 family groups (vertical groups across yr 1-6) each working with an adult. Pre School will work in their own group. Most of the learning will take place outside on these days, including where possible, Collective Worship.

9. Foundation stage

The curriculum is planned carefully to meet all the requirements of the Early Years curriculum. The children follow a balance of focused activities and self-initiated activities in indoor and outdoor space.

Assessment based on observations of the individual child and evidence of these are recorded in the learning journeys of each child. This provides an individualised record of the child's learning through Foundation stage.

Children in Reception class also take part in whole school activities such as assemblies, themed weeks and R time. These events and learning opportunities are crucial to ensuring that children feels a strong sense of belonging to our school, understanding the rules for life and support our overall commitment to building a strong school community.

10. Resources

We order library loans to link with each of the topics. Each class also has a themed area linked to the topic. This may be a storytelling area, book corner or role play area. The aim of this area is for the children to use space to explore ideas linked to the topic, play-out stories (see literacy policy) and encourage co-operative role play and development of talk.

11. Assessment

At St. Maddern's we use a variety of assessments to build a picture of a child's achievements. These include daily observations and formal assessments.

Day to day teachers continually assess the impact of their teaching, evaluating whether the WALT has been achieved and adapting, delivery of the lesson and planning as appropriate in reaction to this ongoing assessment.

Class teachers track progress of all their pupils in INSIGHT (online pupil tracking system) Individual pupils are carefully tracked and action taken if a child is not making sufficient progress.

Findings are shared with all staff (including Teaching Assistants) and whole school action points and action points for put in place to improve learning outcomes.

At the end of the school year this assessment information builds up a picture of the child's overall understanding in the subject and a passport of acquired skills is given to the next teacher to help with continuity of provision.

Data is also used by the head teacher to critically assess subjects and this information is used diagnostically for individual, cohort or whole school emphasis as a focus for further improvement in standards and to inform the School Improvement Plan.

We aim to develop the following key skills across the curriculum:

- Communication of ideas
- Application of number
- Information communication technology

Working with others

- Improving own learning and performance
- Problem solving

12. Monitoring and evaluation

The head teacher monitors planning and delivery of the curriculum through planning and work moderation, lesson observation and pupil conferencing.

Curriculum questionnaires are also used each year with pupils to evaluate their attitude and enjoyment of the curriculum. The results of this questionnaire are fed back to individual teachers and ensure that the curriculum we offer is continually reviewed and refined as appropriate.

13. Meeting Individual needs

Children with SEN

At St Maddern's C of E School we are sensitive to the varied individual needs of pupils and use a flexible, graduated approach to support specific needs and differing abilities.

We endeavour to promote collaboration between school, parents/carers and other agencies to meet individual needs in an inclusive organised, robust and carefully considered manner.

We aim to ensure that pupils are provided for and targeted support is given to enable pupils to fully access the curriculum effectively. This could include specific child centred interventions that are fluid and flexible to suit pupil as their individual needs change.

Children on the school's graduated response to individual needs at SEN support or children with a statement/EHC plan have an individual Provision Plan. Action points on the plan are generated with the class teacher, parents/carer, child and the SEN team. The child has a personal copy of action points work towards. Individual Provision Plans are regularly reviewed.

Any child with an identified need is placed on the GRIN and supported as appropriate (see SEN policy).

It is the class teacher's duty to ensure that opportunities are planned for every child to learn, progress and achieve their objectives.

Children in receipt of Pupil premium

Each child in receipt of Pupil Premium is carefully monitored to ensure that the child is attaining well and making good progress. Gaps in learning and provision for additional opportunities are identified and resources deployed to strive for there to be no gaps between pupil premium children and their peers.

Gifted and Talented

Gifted and talented children have individual learning plans that are written in discussion with the child and shared with parents. These are used to inform whole class planning and ensure that 'mastery' aspects are part of the daily routines.

We are committed as a school to providing the best education for all children. The school ensures that the curriculum is differentiated to meet individual needs when appropriate.

English as an Additional Language (EAL)

We recognise the additional needs of EAL learners, identify the specific areas of need of each of these learners and deploy teaching assistants and resources to address individual or group language needs.

The teaching assistant works closely with the class teacher and activities include facilitating acquisition of English, pre-teaching subject specific vocabulary and concepts, working on higher levels of comprehension and grammar specific areas to enable EAL learners to make good progress and attainment at least in line with their peers.

14. Equal Opportunities

We are committed to providing equal opportunities for all our children and ensuring that **all** children have access to the full curriculum.

15. Health and Safety including risk assessments and on line safety

All trips and visits will have risk assessments prior to taking place. Some practical activities in the class room will also need separate risk assessments. Class teachers will ensure that the appropriate risk assessments are produced prior to an activity taking place. These will be written in consultation with Hilary Tyreman.

On Line Safety

All pupils and staff need to have signed our Acceptable Users Agreement on internet and digital images. See also our E-safety policy.

Safeguarding and Prevent Duty

All staff must follow school policy and procedures on Child Protection and Safe guarding which included guidance about the Prevent duty

16. Parental involvement

At St. Maddern's we believe that education works best when working in partnership with parents and carers. All parents and carers are given a topic leaflet each term outlining the main areas to be covered and detailing some of the activities.

Homework

Children are given homework as set out in our Homework policy statement. We encourage parental involvement in learning, encouraging parents to hear their children read, support them with their homework and also get involved with the children's Home-Learning projects. The main objective is for children to talk to their parents/carers about their learning in school and together explore a different aspect of the topic.

Open ended homework tasks are set linked to the topic and, for KS2, always set before the topic commences to generate interest following initially exploration with the children about what they already know and would like to find out. A grid is given to the child with ideas that links the topic to different curriculum areas. The aim of the task is to foster creativity and obtain a variety of outcomes. All work is celebrated in assembly and also on our Open days for parents. Certificates are also awarded to all those children that complete a home school project.

17. Governor involvement

Governors with subject links are invited into school regularly to take part and assist in activities and to monitor subject areas. These reports are then shared at governors meeting and points of action noted and acted on.

18. Volunteers

We encourage parent volunteers to help with different aspects of the curriculum, most notably reading. All volunteers have DBS checks, receive induction into school and those working on reading are given advice on our reading methods to help children improve in this area.

19. Monitoring of this policy

The head teacher and the governors will monitor the implementation of this policy.

20. Resources and links to other policies

Curriculum planning tools, cycle of topics and proformas for planning leaflets are all stored on the school server under staff/public/curriculum

Our curriculum policy is linked to all other subject area policies and our overall Teaching and Learning policy.