

# St Paul's CE Academy

Where Love and Learning Meet



## Curriculum Policy

Person responsible for the policy	M. Kiniari
Date reviewed and shared with staff	September 2023
Date to next be reviewed by staff	September 2024

## School Vision

"To create a Christian school which **ignites a thirst for knowledge** in every individual, **where curiosity and talent are cultivated**, and children are **empowered** to channel their **love of learning** to achieve their God-given potential."

## CURRICULUM INTENT STATEMENT

### WE ARE PROUD

At St Paul's, we are committed to delivering an ambitious curriculum for our unique and wonderful learners that equips them with the knowledge and cultural capital that ensures they are well prepared for the next phase of their education and lives. We encourage our children to take risks and persevere, in a supportive 'I can' environment so that they develop into confident, self-assured independent learners.

### OUR CHILDREN HAVE A RICH CURRICULUM

We have high expectations for our children through our curriculum that is coherently planned and sequenced towards acquiring cumulative knowledge and skills to ensure broad coverage and progression.

Integral to the success and the engagement of our children, is the richness of our curriculum which is enhanced by immersive activities, experiences and extra-curricular opportunities. These include:

- Themed days which allow children to immerse themselves in a topic
- Residential and educational trips which bring to life classroom learning and develop team building
- Visits from musicians, historians and artists, which brings expertise into the classroom
- A wide variety of sports and activity clubs before, during and after school hours, which take into account children's physical and mental wellbeing. We also have purposeful wrap-around care provided by our extended school provision.

### AT ST PAUL'S, WE READ

At St Paul's, we aim to build a love of reading from the moment children start school through immersing children in quality texts as part of the curriculum offer and there is an expectation that all children read and are read to daily.

We equip our children with phonics knowledge they need through the delivery of Sounds Write and develop language comprehension through book talk. This allows our children to access and engage with all elements of our broad and balanced curriculum.

Throughout Key Stage 2, this is built on through daily Destination Reader sessions and the use of Accelerated Reader to ensure children are reading books to develop fluency and at the appropriate level for comprehension.

Each classroom has a well-resourced and appealing book corner which is supplemented by our school library and our librarian who promotes reading, organises competitions and year group book clubs. She is ably supported by our dedicated team of child librarians who apply for their roles.

## **WE ENSURE A CURRICULUM FOR ALL**

The academy provides a highly inclusive environment where children, of all abilities, are supported to flourish and achieve their full potential:

- To ensure we continue to meet the needs of our pupils, we contributed to a Trust wide working group last year which explored adaptive Practice across the Whole curriculum. We are embedding this and fully utilising tools and ideas to strengthen our practice.
- Subject leaders play an active part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review.
- Our curriculum design ensures that the needs of individual and small groups of children are being met within an environment of high quality first teaching, supported by targeted interventions, where needed.
- Teachers adapt lessons to meet the needs of all children, identifying misconceptions where they arise and providing feedback.
- Our outstanding pastoral team, led by our SENCo, enable our children to flourish educationally, socially and emotionally in a nurturing environment that meets their diverse needs.

## **Introduction**

The curriculum is everything that is planned for children and young people throughout their education in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Our well planned curriculum, combined with high quality teaching, ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

### Values

At St Paul's, we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at St Paul's to have a spacious learning environment. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At St Paul's, our values permeate all areas of school life and are reflected by the **Academy's Christian Values:**

To **persevere** with everything, we do.  
To show **respect** for each other and the world around us.  
To **forgive** others when they hurt us.  
To always be **honest** and tell the truth.

To **serve** others.  
Give **thanks** to God for all he does for us.

### Aims

At St Paul's, we aim to provide a broad and balanced curriculum developing skills for life which enables all our pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self-esteem
- Encourage curiosity and a thirst for learning
- Become creative, independent learners
- Challenge themselves, and engage in deeper learning
- Be able to evaluate and assess their own learning
- Know what their strengths are and which areas they need to develop
- Develop their critical thinking
- Be given significant time to learn new skills, and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Become successful lifelong learners who are able to reach their God given potential
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Value mental and physical health to promote greater well-being and resilience
- Appreciate the diversity of our academy family as well as celebrate their individuality
- Explore their spiritual, moral, cultural, mental and physical development
- Make learning more meaningful by putting it into context
- Promote responsibility by caring for themselves, each other and the environment
- Establish lasting partnerships with the community and the wider world
- Promote the learning and development of our children and ensure they are ready for the next stage of their learning

### Roles and responsibilities

#### **The Governing board**

The governing board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum, and enough teaching time is provided for pupils to cover the requirements of the funding agreement;
- Proper provision is made for pupils with different abilities and needs, including

children with special educational needs (SEND).

## Headteacher

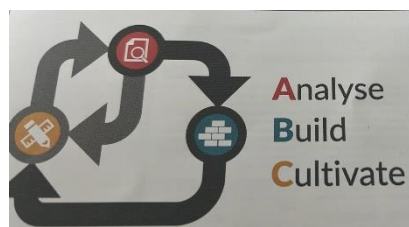
The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed.

### The roles of the Subject Leaders and Curriculum Lead

*The role of a subject leader is to provide professional leadership and management for their subject to secure high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. While the headteacher and governors carry overall responsibility for school improvement, a subject leader has responsibility for securing high standards of teaching and learning in their subject [National Standards of Subject Leaders 1998].*

A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school.



**This process - Analyse, Build and Cultivate - is the ABC of subject leadership**

It is the role of each Subject Lead and the Curriculum Lead to keep up to date with developments in their subject, at both National and Local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The subject leader also keeps a portfolio of children's work, which is used to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic

curriculum.

### The role of the subject lead is to:

- Provide a strategic lead and direction for the subject
- Map coverage of the curriculum to long term plans
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny
- Monitor and evaluate teacher's planning and teaching
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- To liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- Provide efficient resource management for the subject

The curriculum leader has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin St Paul's curriculum development.

### Organisation and Planning

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies O:\Policies\Curriculum Policies).

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which medium-term plans are written to achieve balance and coverage over a term or half term. The more detailed weekly short-term planning will focus on the teaching process.

### Medium Term plans, Schemes of Work and Progression of skills

Medium term plans allow teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children by reflecting on the aims and vision of our school - having a Growth Mindset, Learning to Learn



strategies , being- resilient, reflective,

At this stage thought will be given to the learning opportunities provided and the desired learning outcomes. Within our creative curriculum this will incorporate:

- The children's own ideas and questions
- How the theme will be introduced (a 'wow' factor to get the children engaged)
- Opportunities for visits or visitors
- A focused learning outcome at the end of the theme e.g. a presentation dramatization, piece of writing or production of an artefact
- How children's work will be presented e.g. topic or scrap book, artwork, recording through ICT, display

### Lesson slides

Lesson slides will ensure that lessons are tailored to the needs of all pupils in the class as well as giving opportunities for assessment through targeted questioning and adaptation.

Lesson slides will include:

- The Learning Intention - We Are Learning To (WALT)
- Retrieval of knowledge (History, Geography, Science, RE, Maths)
- Whole Class Input
- Success Criteria
- Key Vocabulary
- Key Questions
- Activities/ Independent learning/ Resources
- Review

### Curriculum Design

At St Paul's, our curriculum is designed to build upon prior learning, improve communication skills, promote creativity, broaden knowledge and prepare pupils for life beyond school. We embrace our diversity as individuals and celebrate our unity as a caring, Christian community.

### Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences (WOW days, school trips and immersive experiences) but is rich in opportunities from which the children can learn and develop transferrable skills.

The acquisition of knowledge and the development of skills is carefully planned to create



a purposeful and exciting 'Learning Journey' with cross curricular links within the topics chosen.

In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities.

Weekly planning is then adapted to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our marking policy is implemented consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

Our Early Years setting follows the curriculum as outlined in the 2021 statutory framework of the EYFS. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected.

However, the three prime areas - Communication and Language, Physical Development, Personal, Social and Emotional development, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are strengthened and applied through 4 specific areas:

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

[See our EYFS policies for information on how our Early Years Curriculum is delivered:](#)

- Early Years Policy
- Early Years Village Policy
- Learning through Play Policy

## Subjects

### R.E.

Our agreed syllabus for RE is - '**A Journey of Discovery**' **The East Sussex Agreed Syllabus for Religious Education**. Parents may exercise the right to withdraw from religious worship.

The syllabus is thoroughly rooted in the non-statutory framework.

It uses the programmes of study, the breadth of study and the eight-level scale of attainment in Religious Education. This Syllabus affirms the important contribution that RE makes to the education of all pupils growing up in contemporary British society. It seeks to contribute to a curriculum in schools which the 1988 Education Reform Act expects to be balanced, broadly based and:

- Promotes the spiritual, moral, mental and physical development of pupils at the school and of society;
- Prepares pupils for the opportunities, responsibilities and experiences of adult life.

The Syllabus has four purposes, which mirror those of the National Curriculum:

See RE policy for further details.



RE Policy 2016.doc

### **SRE**

Sex and Relationship Policy (1996 Education Act)

- Sex and Relationship Education contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and prepares them for the '*opportunities, responsibilities and experiences of adult life*', *Sex and Relationship Education Guidance*, (DfES 0116/2000)
- Parents may exercise the right to withdraw from sex education p.17 but not Relationships, Health Education or Head teachers any sex education delivered in that is part of the Science curriculum. p18) [*Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*]

### **PSHE**

All pupils follow a PSHE Jigsaw programme appropriate to their age which reflects the school's aims and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation)

### **British values and preparation for life in British Society**

Wherever possible, the curriculum aims to teach the British values of tolerance, mutual respect, democracy, the rule of law and individual liberty. Pupils are given opportunities to develop the appropriate skills and attitudes needed to make a valuable contribution to

society, both now and in the future.

Opportunities include:

- School trips to develop independence (PGL)
- School and Worship council representatives as well as House Captains are elected as an introduction to voting, democracy and government
- The house system encourages collaborative working and tolerance and provides opportunities for links with the local community
- Fundraising
- Prefect roles encourage responsibility
- Class monitors encourage responsibility and organisational skills
- Various fundraising activities throughout the year encourage awareness of the community and responsibility to others e.g. Children in Need, Comic Relief, Save the Children - wear a Christmas Jumper day, Cake sales and Park Runs for Stand Up for Cancer

Also, refer to the DCAT British Values Policy.

### SMSC

Please refer to SMSC policy.



SMSC POLICY.pdf

### Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in

our SEND policy.

### Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Both in Nursery and Reception, pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback refer to the relevant:

### Risk Assessment

Whilst planning for the curriculum, teachers will consider any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

- 'Be Safe' (which can be located on the pin board in the staffroom) The school's Health and Safety Policy

### Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.

- School website and year group pages inform parents what has been happening in the wider curriculum.
- Teachers are available at the end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call.

### Home Learning

Please refer to the Home Learning policy

### Enrichment Provision

Enrichment programmes are vital to ignite thirst for learning in children, as well as to assist them to develop wider skills, flexibility and resourcefulness. We know that enrichment gives children opportunities to try new and varied activities that develop character, resilience and motivation, and encourage them to pursue wider goals.

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

Examples of this are the links we have established with the Source Park, Amherst Road Tennis Club, Local musicians, Hastings library, Hastings Museum and art gallery, the Rotary club, local fire and police stations and Artworks - a Hastings based arts organisation as well as working with Brighton and Hove Albion in the community.

### Outdoor Learning

First-hand experience is fundamental to the productive and successful learning of children. Educational visits are planned in advance, giving sufficient time for approval through EXEANT; for parents to give their permission for the visit and to collect necessary funding and equipment. We aim to provide high-quality, progressive and frequent provision of LOtC experiences, which promote personal development and well-being.

St Paul's aims to maximise LOtC in order to:

1. Increase knowledge, understanding and appreciation of our locality and other areas which are different in nature and environment.
2. Develop confidence, independence, sense of adventure and responsibility, particularly towards personal safety and the safety of others.
3. Develop social skills through opportunities to explore situations different from the home/school environment.

4. Provide opportunities for the community to participate in the education of our children.
5. Develop partnerships with providers (e.g. outdoor, field study and environmental centres, farms, museums, sacred spaces, historic houses, theatres and the local library).
6. Celebrate achievement e.g. by using digital cameras; display; include details about activities and achievements in newsletters and on our website and through Class Dojo.

### Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high-quality delivery of our curriculum.

Our governing body's school improvement committee is responsible for monitoring the way the school curriculum is implemented.

### Impact

Children will leave St Paul's CE Academy ready for the next stage in their learning at Secondary school and beyond. The curriculum will have provided a range of knowledge and skills to support them in their future endeavours.

The children will be able to work collaboratively with their peers as well as independently being inquisitive learners who are motivated to excel and who have a thirst for learning. Through an enriched curriculum, the children will have become resilient learners and have a strong desire to embrace challenge. Our curriculum will enable our children to become good citizens and demonstrate respect, tolerance and appreciation for others.

### Links with other policies

This policy links to the following policies and procedures:

- DCAT British Values Policy
- Health & Safety policy
- PSHE policy
- RSHE policy
- SMSC Policy
- EYFS policy

- Assessment policy
- SEND policy
- Equality information and objectives
- Teaching and Learning policy
- English policy
- Maths policy
- Science policy
- RE policy

### Commitment to Improvement

At St Paul's, we are committed to improving and refreshing our curriculum, in line with feedback from stakeholders, current research, changes in society, key legislation and *'what we have found to work and not to work'*.