



## 2a CURRICULUM POLICY

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### **St Michael's School (Leigh-on-Sea) Limited**

**January 2020**

This policy has been reviewed and updated by Mrs K Mansfield (Deputy Head) and Mr J Mobbs (Headmaster) for the annual review of the policy.

This policy was reviewed by the school's Board of Governors against the Independent Schools Standards Regulations (2020) on 30<sup>th</sup> November 2020 and was approved for full adoption and implementation.

**POLICY TO BE REVIEWED – January 2021**

# St. Michael's School

## CURRICULUM POLICY

In line with St Michael's Ethos and Core Values, all children (including those in the EYFS) are delivered a curriculum which is relevant to the 21st century but rooted in both traditional and Christian values.

Through the curriculum, we encourage all pupils to make the most of the many opportunities that are available to them and to develop their full potential, whilst recognising and respecting their differences.

By the end of the academic year 2019, the following steps had been achieved:

- **Building Learning Power:** 'Building Learning Power' was introduced and embed as a focus for developing learning habits and behaviours which are transferable beyond the classroom
- **Mathematics:** 'Mastery' of the mathematics curriculum was encouraged through the use of a more practical approach to the teaching of mathematics. This included the increased use of Numicon resources as well as a range of other practical equipment including 'The White Rose' resources.
- **English:** EYFS and Pre-Prep staff were trained in using the Read, Write, Inc. approach to teaching phonics. Whilst not being used exclusively, teachers use this as the basis of teaching early reading and writing.
- **IT:** Google Classroom is now used as a learning resource – Children and staff have been trained in and use Google Classroom to streamline assignments, boost collaboration, and foster communication to make teaching and learning more productive.
- **Religious Education:** Investigational approaches to the subject have encouraged children to use their understanding of the chronology of the Bible and biblical stories to investigate key questions around Creation, Incarnation and Salvation.
- **Sport:** Active participation in sporting activities to promote healthy living have been encouraged; involvement in extra-curricular sports were promoted, widening opportunities for children to represent the school in sporting competitions and building team performances.
- **PSHE:** A new programme of learning activities has been provided that supports children's personal, social, health and economic development and their growing awareness and appreciation of the Fundamental British Values; exploring creative ways of delivering the programme making the best use of time and resources.

### **COVID-19 Lockdown and restrictions:**

**As from March 20<sup>th</sup>, 2020, the school was enforced to close due to the COVID-19 restrictions. (We remained open for our key worker children).**

**All children had access to their own personal 'Google Classroom' along with the whole school classroom where children could access whole school assemblies, PE challenges, etc.**

**Children were set daily lessons in English and Maths plus weekly lessons in a range of humanities and specialist subjects.**

The focus from September 2020:

- To re-integrate children back into a school-based learning environment after 'lock-down'
- Continue to grow and embed The Google Classroom
- To develop a more robust form of assessment to allow effective benchmarking
- To develop and embed a 'new coaching' method of evaluating and monitoring effective teaching and learning throughout the school
- To develop and utilise middle managers to promote excellent teaching throughout the school
- To develop and reorganise our SEND provision throughout the school led by our new SENCo
- Develop the working/living library (active use of new librarian)
- PSHE - more time within the weekly timetable available to teach new content
- Embed music within the new music room
- To introduce Spanish to the Prep children
- To widen the sporting opportunities within the school

### **AIMS OF THE CURRICULUM**

- To provide a curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, religious and creative education
- To enable pupils to acquire speaking, listening and effective communication skills
- To provide personal, social, health and economic education which reflects the school's aims and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Equality Act
- To provide opportunities for pupils to learn and make progress in all areas of the curriculum
- To provide effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society and values.

### **KEY CURRICULUM OBJECTIVES**

- To enable children to become motivated, successful, confident, independent thinkers and learners with high levels of self-esteem and integrity.
- To provide all children with a broad and balanced knowledge of the world around them

- To enable all pupils to make optimal progress according to their starting point
- To discover and promote the children's gifts and talents
- To enable children to acquire, develop and apply subject-specific understanding and skills
- To develop personal values which prepare the children for life

**KNOWLEDGE – information we want children to know and understand (including subject-specific skills)**

e.g. that relating to communication and language; relationships and patterns in number and space; knowledge and understanding of the world, its people and their actions and beliefs both now and in the past; and that which will promote the children's own safety and physical, aesthetic and creative development.

**SKILLS – things that we want the children to be able to do independently and confidently**

e.g. read and appreciate texts from a wide variety of genres; communicate clearly in spoken and written forms; listen attentively; manipulate numbers and shapes to solve problems; collaborate effectively as part of a team; conduct own research (including online) to satisfy and extend curiosity; revise and refine thinking and understanding; contribute to the physical, aesthetic & cultural life of the school through sports participation and artistic performances; make appropriate choices in relation to their behaviour (including online), relationships with others and learning. To use suitable technologies to enhance their learning safely.

**PREPARATION FOR LIFE – where school models or prepares children for life outside school and actively promotes and supports the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.**

e.g. developing communication skills; cultivating positive habits in independent study and learning; training for life – learning to tell the time and use time effectively, handling money, using IT positively, organising self and own resources, staying safe and healthy, contributing to the community; introducing the adult world. Healthy food choices at lunch and a wider understanding of food and the importance of a balanced diet.

**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT – supporting children as they make sense of the world around them**

e.g. understanding their own feelings and emotions; recognising and responding to the emotions of others; considering the appropriateness of own actions & resulting consequences for self and others; growing up; dealing with conflict; learning to be independent when away from parent/home, making appropriate choices, learning from mistakes, learning to take responsibility, being resilient when life goes wrong, understanding differences, promoting cultural and religious tolerance and harmony.

The curriculum for children in Nursery and Reception arises from the Statutory Framework for the Early Years Foundation Stage 2014 (amended 2017). This focuses on the seven areas of learning and development covered by the Early Learning Goals:

- Communication and Language
- Literacy
- Physical Development
- Personal, Social and Emotional development
- Mathematics
- Understanding the World
- Expressive Art and Design

The curriculum for children from Form 1 gives children experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. The curriculum, which is broadly based on the 2014 National Curriculum, also draws from a variety of other sources including the Chelmsford Diocesan R.E. programme (Understanding Christianity) and from the professional judgment and expertise of the teaching staff.

## **ORGANISATION**

In Pre-Prep the curriculum, with the exception of Music, PE, Drama and French (plus science in Form 2), is planned and delivered by the form teacher, supported by a Nursery Nurse. Other adults, including reading parents, help to support the children's learning.

In Prep the curriculum is delivered through timetabled lessons in English (including Drama and Library lessons), French, Mathematics, Science, Design & Technology, Information Technology & Computing (ICT), Personal, Social and Health Education (PSHE), Religious Education, Physical Education (including Games), History, Geography, French, Art and Music.

All of the children in the school (including the EYFS) receive specialist teaching for French, Music, MFL, Science (from Form 2) and Physical Education.

In the Prep department, there is a gradual increase in the amount of subject specialist teaching as the children progress through the key stage. Children in Year 3 - Year 6 are grouped according to ability for English and mathematics.

Timetabling is the responsibility of the Deputy Head, following lesson allocations decided by the Headmaster/Governors. As far as possible, English and Mathematics are timetabled for morning sessions. A single lesson is 30 minutes long and the day is divided into 10 periods.

The following table shows the lessons dedicated to each subject per week in Pre-Prep and Prep:

Subject	Number of 30-minute periods per week	
	Pre-Prep	Prep
English	14 – Form 1    12 – Form 2	10
Drama	1	1
Library	1	1
Maths	10	10
Science	2	4
Computing	2	2
Humanities (Geography/History)	4	4
R.E.	2	2
Art	3 – Form 1    2 – Form 2	2
D.T.	2	2
Music	2	2
MFL	2	2
P.E.	2 – Form 1    2 – Form 2	2
Games	1 – Form 1    4 – Form 2	4
PSHE	2	2
Total	50	50
Form Time / PSHE / Assemblies	Additional 30 minutes a day	Additional 30 minutes a day

## PLANNING THE CURRICULUM

St Michael’s upholds the principle that effective curriculum practice and pupil progress is achieved through a cycle of careful and thorough planning, assessment and evaluation. In all subjects, this ensures that subject matter is appropriate for the ages and aptitudes of the children and appropriate support.

Comprehensive Curriculum Maps are in place for each year group and these are reviewed and updated on a yearly basis; copies of these can be found on Edulink One. Each subject area has a Department Handbook on the Policy and Planning google drive. Within this Handbook, all documentation relevant to each subject area is saved and is readily available to staff. This includes a Curriculum Folder which contains long- and medium-term planning and individual subject policies which describe the aims of each subject and how it is delivered within school.

The policies for SEND, EAL, Marking & Feedback, Assessment, Homework, Equal Opportunities for Pupils and the Accessibility Plan all support this policy and the individual subject policies.

## **HOMEWORK**

Regular homework is a valuable aspect of the learning process and contributes to the development of sound study habits which will benefit their secondary school transfer success. It encourages pupils to develop the habit of independent study and promotes application and self-discipline. It also presents a regular opportunity to reinforce skills, which have been learnt in the classroom. Homework has a valuable role to play in involving parents in their children's learning, allowing them to show interest and give support where necessary. (See Homework Policy)

Each homework assignment should have a directed target, which may involve writing, reading, problem-solving, creating, planning, researching, course work, revision etc. When setting homework staff should ensure that all pupils: -

- Understand fully what is required.
- Have noted down the details in their Homework Diary (Prep children) and/or set directly on the Google Classroom
- Understand when the work is to be completed and handed in

## **COMMUNICATION**

### With staff and Governors:

- Full staff and subject-specific curriculum meetings are held weekly at 4.15 p.m. on a Monday evening. A SCIM (Staff Consultation and Information) meeting is also held at 4.00 p.m. each Monday and during these times curriculum organisation, developments and individual pupils may be discussed.
- Senior Management Team meetings are held each Monday and, amongst other matters, the SMT discuss the future planning of the curriculum, pupil progress and any existing or future issues which may arise.
- There is a termly meeting of the Governor's Education Committee, which oversees and monitors the effectiveness of the current curriculum and future developments.

### With Parents:

At St Michael's, we strongly believe that parents should be involved in their child's education. We encourage the partnership between the parents and the school through the following procedures:

- Formal Parents' Evenings
- In the Pre-Prep, curriculum information is communicated through home-school-link books
- Reports are sent home to parents termly (Year 1 – Year 6)
- Foundation Stage observations are sent to parents via Tapestry with a full report at the end of the school year
- Individual meetings between teachers and parents, made by appointment
- Homework diaries (Prep), Home School Link Books (Pre-Prep) and Reading Records for regular daily contact

- Information meetings for parents e.g. Reception parents regarding Form 1, Form 5 Isle of Wight and school selection, Secondary School Fair

Due to current Covid-19 restrictions some of the above may be replaced with 'virtual' meetings etc.

## **RESPONSIBILITY**

The Headmaster is responsible to the Governors for:

- implementing the school's principles and its aims as agreed with the Governing Body
- defining the principles and aims of the whole school curriculum and ensuring the implementation of such a curriculum
- staffing levels
- lesson allocation amongst the teaching staff
- delegating responsibility to individual staff members for individual areas of the curriculum (Subject Leaders)
- evaluating the standards of teaching and learning within the school and ensuring that proper standards of professional performance are established and maintained.

The Deputy Head is responsible for:

- drawing up of the school timetable, after lesson allocation has been finalised with the Headmaster
- arranging cover for absent colleagues
- assisting the Headmaster in evaluating the standards of teaching and learning in the school and ensuring that proper standards of professional performance are established and maintained
- over-seeing timely reviews of the curriculum and assessment in conjunction with the Director of Studies and Head of Assessment.
- allocation of all playtime/lunchtime, before and after school duties (staffing)

Heads of Department are responsible for:

- ensuring that there is an up-to-date Scheme of Work in their subject area
- ensuring curriculum coverage, continuity and progression for all pupils, including those of high ability, those with special educational needs and those who whom English is an additional language
- writing and maintaining an up to date policy for their subject area
- checking that long- and medium-term planning is completed and saved on the Google Drive
- providing guidance on the choice of appropriate teaching and learning methods to meet the needs of the subject and of different pupils
- leading on that subject in curriculum meetings
- proposing an annual subject development plan, managing the associated budget and writing an end of year review

All staff involved within a year group:

- share a responsibility to contribute to the overall curriculum design of each year group
- should know how their contribution fits into the bigger picture for each year group
- know how their contribution builds on previous learning (i.e. progression)
- must communicate with colleagues, especially form teachers, about assessments made of the children's learning and understanding

Form teachers:

- Have responsibility for coordinating the curriculum plan for their year group
- Setting challenging expectations in terms of general outcomes for their year group – especially for skills, preparation for life and personal, social & emotional development
- Have responsibility for monitoring the progress across the curriculum of all children in their form group

### **EDUCATIONAL VISITS**

The pupils' learning experiences in the classroom are complemented by others outside including making use of the school grounds for learning, exploring the local area, visits to places of interest linked to learning, visitors and guest speakers to the School, outdoor education days, sporting fixtures, public performances and residential visits.

### **EXTRA-CURRICULAR ACTIVITIES**

The pupils' experiences of learning in the four areas of knowledge, skills, preparation for life and personal, social & emotional development are further supported and developed through the extra-curricular programme.

### **DEVELOPMENT OF THE CURRICULUM**

In order to continually meet the children's learning needs the curriculum will be kept under review, responding to identified needs to raise the level of achievement for all children. These needs are identified through self-evaluation by individual teachers, departments or as a whole school.

### **MONITORING AND REVIEW**

This effectiveness of this policy will be monitored by the Governors, Headmaster, Deputy Head and Heads of Departments.