



ST BENEDICT'S SCHOOL
a minimis incipe

Curriculum Policy – Junior School

Authorised by: The Board of Governors of St Benedict's School

Date: June 2021

Signature:

Review Date: June 2022

Circulation: Governors/all staff/volunteers automatically
Parents on request/School Website

Status: Current

Contents Page

	PAGE
1 Introduction	3
2 Aims of the Policy	3
3 Main Principles	3
4 Expectations of Members of Staff	4
5 Curriculum Structure	4
6 Early Years Foundation Stage (EYFS) Curriculum.....	5
7 Children with Special Needs	6
8 The Learning Environment	6
9 Creativity in the Curriculum.....	6
10 Acceleration, Challenge and Enrichment	6
11 Schemes of Work and Lesson planning	6
12 Prep.....	7
13 Monitoring, Review and Evaluation	7

1 Introduction

Our aim is to fulfil statutory requirements and the potential of each child entrusted to our care.

The curriculum firmly underpins the Mission Statement from which an ethos is created to support the spiritual development of our whole school community. We aim to provide opportunities for academic achievement combined with spiritual, social, moral, cultural, physical and creative development.

As a Catholic Benedictine School, St. Benedict's Junior School places our children's spiritual faith journey at the heart of all we do. We believe that this engenders a unique ethos where children are ready to experience the breadth and balance of our curriculum. We share with all our children the Catholic vision of life through the 'Come and See' programme of Religious Education, as well as the Curriculum Directory and the 'All that I Am' "Life to the Full" Relationship and Health Education programme. The teaching of Religious Education supports and strengthens the ethos of the school and the partnership between home, parish and school.

All pupils have an equal right and opportunity to participate in the full curriculum.

2 Aims of the Policy

The aims of the curriculum at St. Benedict's Junior School are to enable pupils to develop: -

- Lively, imaginative and enquiring minds with the ability to question, solve problems and argue rationally.
- A willingness to apply themselves and an aptitude for learning.
- Knowledge and skills relevant to adult life and employment in a world of rapid continuous change including technological change. This links closely to our school mission: 'Teaching a way of living.'
- Sound literacy and numeracy skills and competence in the use of ICT and computing.
- Creativity, critical awareness, empathy and sensitivity.
- Recognition of their own and other's achievements and aspirations.
- Self-esteem, self-worth and self-confidence.
- Personal and moral values, respect for shared values and for other cultures, religions and ways of life.
- Skills and ability to work independently as well as a member of a group or team.
- Personal, moral and spiritual values and tolerance of others, to value each individual and learn to live together in an atmosphere of mutual respect.
- An awareness of their place in society as informed, confident and responsible citizens with opportunities for service to each other and the community.

3 Main Principles

All pupils, regardless of ability, race, cultural background or gender have a right and entitlement to the highest quality of education we can provide.

This means that we strive to ensure that: -

- The curriculum has breadth, balance, relevance, differentiation, progression and continuity and coherence.
- The curriculum takes into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan
- The curriculum promotes the acquisition of high quality speaking, listening, literacy and numeracy skills

- The curriculum upholds the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and prepares the children effectively for life in British society.
- The curriculum promotes knowledge and understanding and mastery of intellectual, physical, and interpersonal skills and personal qualities, values and attitudes.
- There is equality of access for all pupils to academic experiences.
- The School provides appropriate support for any pupil with an EHC Plan to cater for their individual needs.
- The School provides appropriate opportunities for the all-round growth of each individual pupil to prepare them for the challenges, responsibilities and experiences of adult life as members of British Society and the broader global community. In doing so the school actively promotes fundamental British values in a variety of ways across both the formal and the informal curriculum. These values include respect for democracy and the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- School provides appropriate tasks and teaching techniques to support high expectations and appropriate challenges.
- All parents are provided with curriculum information relevant to their child.
- The curriculum is subject to planned evaluation and review.

We have a responsibility to adapt our teaching to ensure that all pupils are engaged in their learning, motivated and enabled to succeed. Teachers are expected to ensure that children who are experiencing difficulty in any way are identified early and given necessary support, encouragement, guidance and if necessary different teaching styles and differentiated tasks.

4 Expectations of Members of Staff

Members of staff are expected to actively promote the curriculum aims by:

- Having high expectation of all 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 children.
- Involving children in the process of learning, by discussing work, giving regular formative feedback through discussion, assessment and marking, negotiating targets and encouraging children to evaluate their personal achievements.
- Developing pupils 'skills to become independent learners.
- Encouraging, reward and value achievement and effort, both formally and informally, through praise in the learning environment.
- Working in partnership with children, other members of staff and parents to achieve shared goals.
- Keeping parents/carers regularly and fully informed about the progress and achievements of their children through reports and parents evenings.

5 Curriculum Structure

5.1 The Timetable

In Key Stage 1, the timetable is set to 10 half hourly periods per day and in Key Stage 2 to 11 half hourly periods per day. This accommodates the range of the curriculum and specialist teaching in Art/Design Technology, French, Games/Physical Education, ICT/Computing, Library and Science. Most of these periods comprise double periods of one hour.

Our pupils follow a common curriculum comprising:

- Religious Education
- English
- Mathematics
- Science
- ICT / Computing
- PSHEE
- Physical Education/Games
- Art/Design Technology (ADT)
- French or Spanish
- History
- Geography
- Music
- Reasoning in Years 4, 5 and 6

Children are taught in mixed ability groups, with some opportunities for 'English and Mathematics Enrichment' sessions in Lower Prep, Upper Prep, Form 1 and Form 2 once a week. In Upper Key Stage 2, children are organised into ability sets for maths lessons. In all mixed ability classes there are children with different learning styles and ability to be able to work independently and as part of a team. It is the responsibility of the class teacher to plan learning to meet the needs of all children. This will involve adapting tasks; resources; providing extension and/or challenge; using a variety of learning styles; target setting; providing different levels of support through differentiation. The SENCo and the SEND team provide support as necessary.

6 Early Years Foundation Stage (EYFS) Curriculum

The EYFS Curriculum is based on the statutory framework that sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The Prime Areas of Learning:

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

The programme of PSED is appropriate to the children's ages in EYFS and educational needs and is part of the whole school PSHEE Scheme of Work.

The Specific Areas of Learning:

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

The Learning Characteristics:

- Playing and exploring
- Active learning
- Creating and thinking critically

(Please see the EYFS Policy for further details including changes from September 2021)

7 Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only in consultation with parents and, in specific circumstances, outside agencies (e.g. educational psychologists, occupational therapists).

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, in conjunction with the SENCo and Deputy Head makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal classroom organisation. Additional support is provided by the SENCo and her team across both Key Stages.

The school will provide an Education, Health and Care Plan (EHC) for pupils with a Statement of SEN as well as a Provision Map for pupils involved in 1:1 teaching. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

8 The Learning Environment

We believe that a purposeful and structured learning environment is essential in promoting high standards. A positive caring environment and culture will promote positive self-esteem and confidence. Organised resources, displays of children's work, stimulating materials and bright, colourful language enriched and interactive displays all help to provide the Optimal Learning Environment.

9 Creativity in the Curriculum

Although we teach to the National Curriculum we also plan and implement a creative curriculum through termly themes and themed curriculum days and weeks. This creates opportunities to enable staff to experience teaching across the curriculum.

Teachers research, plan and organise activities and experiences which enrich the children's learning making it relevant and meaningful to the children. Visits appropriate to and linked to the curriculum, are incorporated into our planning to further enhance learning opportunities. Opportunities for visits from Drama groups and external agencies are planned as appropriate.

10 Acceleration, Challenge and Enrichment

Many opportunities for all children are provided within our Acceleration, Challenge and Enrichment programme. Please see this policy for more detail.

11 Schemes of Work and Lesson planning

Long, medium and weekly term plans have been reviewed in line with our SIP Projects on developing a Creative Curriculum and they will enable children's skills, knowledge and understanding to develop progressively. Assessment strategies are built in. All members of staff follow an agreed feedback and marking policy. Teachers plan individual lessons within a weekly planning structure.

12 Prep

We recognise the importance and value of prep as an extension and consolidation of class work. We have a separate Prep Policy which provides detail of content and expectations at each Key Stage. In addition, parents receive a Prep timetable and expectations are shared at Curriculum Evenings at the start of each academic year.

13 Monitoring, Review and Evaluation

The curriculum is monitored by the Senior Management Team, Teaching and Learning team and Subject Coordinators, liaising with and informing other members of staff.

Reference also needs to be made to the: -

- Cultural Diversity and Ethnic Awareness Policy
- Teaching and Learning Policy
- PSHEE Policy
- SEND Policy
- Acceleration, Challenge and Enrichment Policy
- Curriculum Subject Specific Policies

This policy will be reviewed by the SMT and the Teaching & Learning Team in the Trinity Term 2022.