

ST JOHN'S ANGELL TOWN
PRIMARY SCHOOL
CURRICULUM
Policy and Practice



Version 3

“Learning to make the world a better place”

Next Review	Autumn 2019
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Legal Requirements

What the law requires

All maintained schools are required to provide a broad and balanced curriculum for all children which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life.

Schools have to teach the national curriculum and religious education. The challenge for each school is to customise this basic entitlement to learning and, in the context of Government policies and initiatives, create its own distinctive and unique curriculum.

The curriculum for key stages 1 and 2 must include the following national curriculum subjects as specified in their programmes of study.

- English
- Mathematics
- History
- Geography
- Science
- Computing
- Art and Design
- Music
- Design and Technology (D&T)
- Physical Education (PE)

The other statutory requirements are:

- Religious education (RE);
- A daily act of collective worship.

There are no nationally specified programmes of study for religious education, but schools, other than voluntary-aided or faith schools, must teach religious education according to the locally agreed syllabus.

Values and Aims

‘Making the world a better place’.

St John’s Angell Town Church of England Primary School provides a happy, secure and stimulating learning environment where Christian values are embraced by all.

We aim to achieve this through:

- Reflecting the teachings of Jesus Christ in our daily lives
- Providing a warm and welcoming environment for our school and the wider community
- Fostering a lasting love of learning
- Encouraging and celebrating achievement
- Expecting the highest standards of work and behaviour
- Effective teaching which develops independence and inspires creativity in a broad and balanced curriculum
- Addressing the individual needs and diversity within an inclusive ethos.

What kind of School are we and what will our curriculum offer?

We aim to follow through this mission statement by delivering a an exciting, stimulating and creative curriculum, with core Christian values and principles at its core, one through which our children can fully maximise their their potential.

A fundamental aim of our school curriculum is to broaden horizons. We want our children to learn about the host culture but we also want them to explore, experience and appreciate other cultures both within Britain and abroad. We want to take advantage of the diverse cultural melting pot that our location is able to provide. RE is given a high priority. Although christianity is the core faith of the school, we ensure that our children are able to explore other faiths and beliefs.

The promotion of creativity is a fundamental aim of the school. Children are encouraged to expore and develop ideas. Our curriculum is delivered through topic learning, where ideas and concepts between different subjects can be more easily linked. ICT and computing is at the heart of our curriculum. The school has invested heavily in the use of Ipads to promote independent learning, through investigation and exploration.

What kinds of learning are important for our children?

All areas of the curriculum are given a high priority. However, because of the high proportion of children who have English as an additional language, our first priority is to develop the children's language skills. We have increased the time spent on English so that we can give more support, particularly for speaking and listening. Maths is equally important.

The learning of the basic skills in mathematics, particularly the four rules is a strong focus. As well as the recall and retention of important maths facts, we believe that it is important to develop the deep level thinking of our children (cognitive development). We feel it is essential that children are able to appropriately problem solve and apply the knowledge and skills that they have acquired.

Strong emphasis is given towards the creative and expressive arts. We believe that through dance, drama, music etc children are able to develop their emotional literacy. We embrace the use of technology as we believe that our children need to be competent in this area in order to access the world in which technological advancement is occurring at a rapid pace.

What do we want to add to the curriculum during teaching time?

We will go beyond the statutory requirements and we will add to the curriculum. By doing this we will be able to translate the school's aims into practice and provide children with high quality experiences. In the St John's Curriculum we will:

- Offer additional experiences and opportunities to enhance learning, for example through visits to theatres, museums and galleries, residential trips, inter-school sports competitions and opportunities to work with local writers and artists.
- Ensure children learn a foreign language in key stage 1 as well as key stage 2.
- To teach PSHE and citizenship as we believe this goes hand in hand with the promotion of our Christian ethos.
- The promotion of pupil voice through school council, sports councils and peer mediation.

Organising and Labelling the Curriculum

At St John's we will continue to teach the core subjects of literacy, maths and science as separate and discrete subjects. Having said this, we strongly want our children to apply their literacy and mathematical skills in other subjects using a cross curricular approach. PE, RE, and French will also be taught separately. PE and French are taught by specialist teachers. This is to ensure that we can provide high quality provision in subjects where specialist knowledge and skills are fundamental requirements for good provision. All other foundation subjects (such as geography, history, art, design and technology will, in the main, be taught within thematic units rather than as discrete subjects. The school feels that this two-pronged approach ensures that children have a rich and varied learning experience, and are able to make connections across each subject.

We have invested in the International Primary Curriculum (IPC) and Rising Stars Voyagers series, to support teachers in delivering the objectives of the national curriculum in a creative, stimulating, engaging way. The topic based resources will help us to tailor the curriculum specifically to the needs of our pupils. It will ensure that our curriculum is broad and balanced. We will always ensure that the curriculum has rigour, enable children to build knowledge and develop skills. In the summer term, all children will have a baseline attainment threshold, for all subject areas within the New Curriculum.

Distributing the curriculum across each key stage

The Foundation Stage

Our school fully supports the principle that children learn best through play. This is enhanced further by engaging in well- planned structured activities. The curriculum that we teach in the Early Years meets the requirements set out in the revised National Curriculum at Foundation

stage. The Early Learning Goals and the development of children's skills and experiences are the key drivers for curriculum planning.

Key Stage 1 and 2

English and Maths will be taught daily. A minimum of five, one hour lessons per week will be set aside for these subjects. The foundation subjects may be taught as discreet subjects or as part of a broader, cross curricular topic.

Inclusion and Differentiation

SJAT is an inclusive school. We believe that all children can be provided with relevant learning experiences and suitability challenging work. At St John's teachers set high expectations and provide opportunities for all children to achieve, regardless of gender, educational need, social or cultural background or ethnicity. Whilst we aim to cover the age related programmes of study for each subject, the curriculum will be adapted in order to meet the particular needs and abilities. We will do this through differentiation and through timetabling arrangements.

In order to accurately address individual pupil needs, it may be the case that some key stage 1 children may need to draw upon aspects from the foundation stage curriculum, and likewise, key stage 2 teacher drawing upon the key stage 1 curriculum. Having said this, the overwhelming majority of pupils will be taught content that is age appropriate. Children who might have difficulties understanding concepts may have additional support and where necessary have intervention programmes. For most able pupils, increasing the pace of learning is a key foundation of the school's teaching philosophy. Whilst teaching within the age related programmes of study, teachers will extend the depth and breadth of children's learning by providing a wider variety of opportunities for mastery and greater depth.

How will we link Children's Learning across the phases and key stages?

The school will continue to have joint inset and staff meetings so that there is a smooth transition from one key stage to another. We work collaboratively with our partnership cluster schools in the Brixton Learning Collaborative. Examples include sharing of good practice, moderating work samples, having common/ shared strategies for school improvement, for example through subject leader cluster meetings, collaborative learning projects, pooling of resources for example, collaborative events for the gifted and talented..

Timetabling the Curriculum

At St John's we follow the traditional three term year. We set dates in-line with the local authority. We ensure that the statutory requirement of 21 hours per week teaching time for key stage 1 and 23 and half hours for key stage 2 are timetabled each week, exclusive of registration, collective worship, breaks and lunch. The school day begins at 8.55am and finishes at 3.30pm

We follow the recommended times according to teaching frameworks in deciding lesson length. Having said this, lesson length may vary. Lessons which may involve practical work may sometimes need an extended period in order that children may achieve the intended lesson objectives. Examples of this may include design technology (where time may be required to set up and tidy) or Big Write, which requires a longer period for sustained writing. We are careful to ensure that greater flexibility of lesson length does not result in a too leisurely pace of learning. We ensure that the majority of English and Maths lessons are timetabled for the morning sessions, where we believe children are most able to maintain the pace and vigour required in these areas.

Grouping Children

Children are grouped by ability for English and Maths. Although the content taught to each ability level is broadly the same, children who demonstrate understanding of a concept quickly are moved on and are given opportunities to demonstrate mastery and greater depth. This ensures that all children receive teaching that is matched to their needs. In the foundation subjects, mix ability groupings are used. Stretch opportunities for the more able are always planned for. There are occasionally some lessons, where the arrangement is in single sex groups. Examples include Sex and Relationships Education , health and personal hygiene sessions where we believe that is better to tailor the sessions more specifically to each gender.

Intervention and Booster

At SJAT primary, we provide a range of lessons specifically targeting individuals or groups who need help with English and Mathematics, beyond the curriculum planned for the majority of children. Scale 4 TA's are specifically used to deliver objectives for children across a range of year groups. In addition, booster classes are provided for year six (and year 5) children. The principle aim is to enable learners to maximise potential and ensure they leave the primary age range with secondary school readiness. Intervention programmes at St John's are delivered through:

- Focused support during English and Maths lessons;
- Through withdrawal from lessons;
- In extra classes outside taught time, particularly at key stage 2. Most of these sessions take place after school, although they may take place before school (e.g. early birds reading club), in the lunch break, after school, or during the school holidays.

Using Resources Effectively

At SJAT, teaching staff are deployed strategically so that we can obtain the best value for money. We try to ensure that support is deployed to where it is most needed. We use evidence from lesson observations, data and work scrutiny to ensure support staff are deployed in the most appropriate, cost effective way and ultimately to ensure they provide maximum impact. There is flexibility in how staff are used for example in the delivery of the Read, Write, Ink and Number masters programmes. The ICT suite is a significant area of the school and it plays a significant role in enhancing learning. Each year group has a designated slot for the teaching of computing but additional time slots are available so that ICT can be used to support interventions and promote cross-curricular learning through all subjects.

Educational Visits

A major aim of our school is to give children the widest possible range of experiences and opportunities. With this in mind, we aim to introduce new topics and units of work with an educational visit. We believe that enrichment opportunities help to enhance the quality of learning and provide children with core experiences that we believe every child should have the opportunity to experience.

Effective Learning

At St John's we promote effective learning. Effective learning takes place when:

- Children know what they are going to learn and why (Learning outcomes)
- Children know what they need to do to be successful (Success Criteria)
- Children are helped to assess their own learning and have input into their own individual learning journeys.
- Children have a genuine say in their learning and their ideas for projects etc are always considered.
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about, happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Displays show children's work – at all levels
- Children experience a variety of learning situations, both indoors and outdoors

- Expectations are high
- Spontaneity is encouraged
- Children are encouraged to be active and responsible for their own learning and progress.

What will we add to the curriculum outside of teaching time?

- We will offer a diverse menu of after school clubs .Areas covered will include:
 - computing
 - homework /booster clubs,
 - art and craft,
 - film club,
 - dance workshops
 - A variety of sports clubs, such as tennis, football and multi skills.
 - A continuation of work with partnership organisations such Playing For Success- a computing and cricket development programme for our older pupils.