



**Academic Year 2019 – 20**  
**St Mary’s Hall Curriculum Policy (EYFS to Year 8)**

Name of Policy:	<b>SMH Curriculum Policy (EYFS to Year 8)</b>
Date of Policy Revision:	September 2019
Revised by:	Ian Murphy
Approved by:	SMH SLT
Date approved:	September 2019
Date of next revision	October 2020
Location(s) where Policy can be found	<ul style="list-style-type: none"> <li>✓ ISI Portal</li> <li>✓ College Website</li> <li>✓ Intranet</li> </ul> <p>Hard copy files in the following offices:</p> <ul style="list-style-type: none"> <li>❖ Compliance &amp; Quality Inspection Manager</li> <li>❖ Headmaster’s PA</li> <li>❖ SMH Headmaster’s PA</li> <li>❖ Bursar’s PA</li> </ul>

## 1. Introduction

- 1.1 (a) St Mary's Hall (SMH) provides full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Nursery aged children access part or full time supervised education from the age of three; pupils acquire many skills including speaking, listening, literacy and numeracy skills, , physical, personal and emotional development.
- (b) The subject matter provided is appropriate for the ages and aptitudes of pupils, including those pupils with an educational statement of need.
- (c) Where a pupil has an EHC Plan the education provided fulfils its requirements;
- (d) Personal, social, health and economic education is also provided and reflects the school's Catholic ethos and the Ignatian Tradition. Full details are available in separate documentation but a PSHE programme is delivered in Tutorial time, through Assemblies, embedded within the taught curriculum and integrated within a range of other activities. Within the delivery of PSHE and in the wider activities undertaken by pupils as part of their education at Stonyhurst St Mary's Hall, pupils are made aware of the importance of matters covered by the Equality Act 2010, with specific reference to the Protected Characteristics. The school actively promotes British Values as detailed in the "Active Promotion of British Values" documentation.
- (e) Appropriate impartial Careers Guidance is available for pupils receiving secondary education of a kind suitable to Years 7 and 8 (Figures and Rudiments Playroom) for example, through interaction with visiting professionals e.g. Police, Medical Professionals, Legal Professionals, Charity Workers and Professional Sports Coaches, etc., and through the medium of discussions/lectures. Advice provided enables pupils to make informed choices about a broad range of career options and helps pupils to fulfil their potential.
- 1.2 The curriculum takes into account all the planned activities that we organise in order to promote learning and personal growth and development. We maintain an international outlook and a global dimension to the curriculum. This emphasis includes on ongoing awareness for the Ignatian paradigm for teaching and learning and the Jesuit Mission and Identity. It includes not only the formal requirements of the academic programme but also the full aspects of the daily timetable plus the range of additional activities that the school organises in order to enrich the experience of the children. In our view, everything that the school intends for the individual child is curriculum – nothing should be viewed as 'extra'.

We strive to nurture and teach children how to grow into caring and compassionate people of conscience who can work and co-operate with others while developing knowledge and skills, so that they achieve their true and full potential. In doing so each individual is equipped to make a positive difference to the world.

## 2. Values

2.1 Our school curriculum is underpinned by the values that we believe to be at the heart of our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives within the Catholic Christian environment and the Jesuit identity. The values underpinning all that the school entails necessitate an understanding that the school strives to help the children grow into 'men and women for others'.

## 3. Aims

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the very best of their ability;
- to promote a positive attitude towards learning, so that children enjoy their school experiences and acquire a solid basis for lifelong learning;
- to help each individual develop an appreciation for life and to guide them as they strive to value life and live life to the full;
- to teach children the basic skills of literacy (including 'speaking and listening'), numeracy and computing;
- to enable children to be creative, innovative and reflective and to develop their own thinking;
- to help each child develop 'resilience' and a conscious determination to overcome challenge;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to recognise and promote fundamental British values;
- to raise children's Global awareness and sense of responsibility;
- to prepare the 'whole child' for the opportunities, responsibilities and experiences of adult life;
- to help children develop the habits leading to lifelong learning;
- to enable children to be positive citizens in society;
- to guide and support the children in developing an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and to develop high self-esteem so that they may be able to live and work co-operatively with others;
- to help children become 'men and women for others';
- To help fulfil the requirements of the Universal Apostolic Preferences:
  - Showing the way to God
  - Walking with the excluded
  - Journeying with youth
  - Caring for our common home

3.2 The implementation and management of the curriculum recognises that Jesuit Schools are Catholic communities, characterised by their Christian mission and Ignatian identity. The curriculum and how

its values and aims are experienced by the children can be categorised into five particular sections – all five of which are interrelated within the educational environment that is Stonyhurst:

- **Intellectual Formation** – promoting academic excellence and human competence
- **Magis Curriculum** – finding God in all things through education and formation for the whole person
- **Religious Formation** – nourishing the spirit and forming men and women for others
- **Pastoral Care** – ‘our way of proceeding’ going the extra mile for those in need of care and encouragement
- **Perspectives and Horizons** – standing at the margins, looking to the horizon

#### 4. Organisation and planning

4.1 SMH is seen as one school (3-13) but there are clear divisions linked to the various year groups (Playrooms) and the academic teaching structure in Years 7 and 8 (Figures and Rudiments - Key Stage 3). The Nursery and Reception class subscribe to the statutory Early Years Foundation Stage requirements; Year 1 to Year 6 pupils follow a ‘Primary Model’ in organisation whereby the pupils are placed in mixed-performance groups and are mostly taught by Form Teachers in specific class bases with balanced but gradually increasing input from specialists in designated areas; Year 5 and 6 pupils are taught in mixed performance groups apart from mathematics and some aspects of literacy (there will also be increasing specialisation). Years 7 and 8 are grouped pastorally into tutor groups and arranged into parallel linear classes for some subjects and streamed sets in English, mathematics and languages. The curriculum is delivered by subject specialists.

All pupils in Years 1 to utilise an integrated humanities curriculum as an appropriate platform for thematic learning. This is a thematic, skills based curriculum that is mapped against the National Curriculum in order to categorise key objectives. Children experience French from Nursery (FS1) and begin Spanish in Year 3 (Lower Prep). The curriculum time allocation for modern language acquisition increases as the children ascend from the EYFS into Key Stages 1, 2 and 3. Key Stage 3 includes the introduction of German and Latin.

There is an Academic Enrichment Programme in place in Year 6 to provide further stimulation and additional challenge. This is open to all pupils.

Children in the EYFS follow their own curriculum based on topics and children’s interests. Planning identifies key teaching objectives and statements from the Development Matters in the Early Years Foundation Stage Document (2012), where pupils have one-to-one, group and whole class lessons to meet these objectives. Therefore, children have a personalised learning experience to help them achieve their potential. Teaching is based around the seven areas of learning and development:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Literacy
4. Mathematics
5. Understanding the World
6. Expressive Arts and Design
7. Physical Development

For children to engage and remain motivated with their learning environment, we adopt Characteristics of Effective Learning, which underpin their learning and development:

- Playing and Exploring (*engagement*)
- Active Learning (*motivation*)
- Creating and thinking critically (*thinking*)

Learning is primarily through play where areas of learning are enhanced. The areas are changed regularly and stimulate children's interests and needs. Continuous provision allows children to freely explore areas of the classroom, both indoor and outdoor. Alongside this, formal phonics lessons use the 'Read Write Inc.' scheme and children access whole class and group maths lessons using the Abacus scheme.

Formative assessment of learning is primarily through observations of children engaged in the activities. Observations and evidence of learning are documented in the child's online Tapestry journal which is continuously available to parents. We track learning progress to intend meeting the seventeen Early Years Goals by the end of FS2, where the Early Years Profile is completed. The profile demonstrates the children's learning and development into a best-fit category, "expected", "emerging", "exceeding".

Ascending Key Stages 1 and 2 all children become increasingly engaged with subject specialists in key areas e.g. PE/games/modern languages/drama/music and art.

- 4.2 National Curriculum requirements are taken into account, where appropriate, by subject leaders when drawing up their schemes of work but there is no requirement to adhere to such outlines prescriptively.
- 4.3 In Key Stage 3, academic subject leaders produce schemes of work and liaise with the Deputy Head (SMH) and Headmaster (SMH) in conjunction with College Departments.
- 4.4 Within all year groups particular attention is paid where pupils have Individual Education Plans (IEPs) and Educational Health Care plans (EHCs) in place. Appropriate support is provided to address the requirements of pupils with specific learning needs or more complex needs, in order to ensure every child has the opportunity to learn and make progress. Across the whole age range, the aptitude and needs of all pupils are catered for within a supportive environment.
- 4.5 As a Jesuit school we emphasise the unique nature of the individual and encourage our pupils and staff to value, develop and use their gifts and talents for the Greater Glory of God (AMDG) in the spirit of our school motto 'Quant Je Puis' (as much as I can) and in support of one another and all that we do. The aims of a Jesuit education and formation are set out in the Jesuit Pupil Profile (2013). This 'JPP' is a high profile aims and vision statement around the school.

Jesuit schools help pupils grow to be:

- *Grateful and Generous*
- *Attentive and Discerning*

- *Faith-filled and Hopeful*
- *Learned and wise*
- *Eloquent and Truthful*
- *Curious and Active*
- *Intentional and Prophetic*

4.6 Alongside the Curriculum policy reference should also be made to all relevant documentation and policies, including the Teaching and Learning Policy, the Pastoral Care guidelines, Equality Policy, etc.

September 2019

LDS