



St Christopher's School

CURRICULUM POLICY

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To be published on	
School network	✓
School website	✓

This policy applies equally to the Early Years Foundation Stage, KS1 and KS2 as taught at St Christopher's School.

Introduction

This policy lays the foundations for the whole curriculum, both formal and informal. It is a statement of aims, principles and strategies for teaching and learning for all classes including EYFS (Reception class). The curriculum and our approach to teaching and learning aim to provide a rich experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education.

The Governors and staff of St Christopher's School aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil has access to a rich, broad, balanced and differentiated curriculum. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At St Christopher's School, this means teachers use the flexibilities that already exist to combine high standards in the key skills with opportunities for enrichment and creativity.

Teaching and Learning

Our approach to teaching and learning:

- reflects the school's aims and ethos, providing a stimulating and enjoyable education which fosters curiosity, challenge, independent thinking and imagination
- encourages opportunities for all pupils (including pupils with additional educational needs and/or disabilities, and pupils who are high achievers) to learn and to make progress
- makes allowances for preferred approaches to learning in planning and delivery
- is broad and challenging, and will offer pupils first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding
- holds high expectations for each individual pupil
- encourages pupils to recognise learning as a process during which mistakes will be made
- helps pupils acquire speaking, listening, literacy and numeracy skills
- allows for flexibility and spontaneity in planning and delivery
- provides time for pupils to reflect on and evaluate their own and their peers' work with sensitivity
- is used to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them
- is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning
- provides academic rigour, and will also encourage children to pursue ideas as far as they can, to question, experiment and challenge their thinking, and to understand that there are many possible outcomes in open-ended tasks

- actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- prepares pupils for the opportunities, responsibilities and experiences of life in modern society
- embraces Philosophy for Children, Edward De Bono's Thinking Hats and the Habits of Mind, each of which are regularly included in Medium Term Plans
- incorporates the use of the Outdoor Classroom where appropriate
- ensures equal opportunities in relation to gender, race, class, special needs, belief and the other protected characteristics
- values and respects all cultures
- promotes a thoughtful attitude in pupils towards their immediate and wider environment
- aims to prepare children not only for their senior schools, but also for the life that lies ahead of them in adulthood.

Curriculum Overview

EYFS: Reception Year

The Early Learning Goals and Educational Programmes

Meeting the individual needs of all children lies at the heart of the Early Years Foundation Stage (EYFS). At St Christopher's we deliver personalised learning, development and care to help children get the best possible start to life.

Play underpins all development and learning for young children. Most children play spontaneously, although some may need adult support, and it is through play that they develop intellectually, creatively, physically, socially and emotionally. Providing well-planned experiences based on children's spontaneous play, both indoors and outdoors, is an important way in which teaching staff support young children to learn with enjoyment and challenge.

The statutory Early Learning Goals are organised into seven areas of learning and establish expectations for most children to reach by the end of the EYFS.

Prime Areas:

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

None of these areas of Learning and Development can be delivered in isolation from the others.

They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

Each child has an individual EYFS Profile, which demonstrates their achievement of the EYFS Assessment Scale Points based upon systematic observations and profiling of child-initiated activity and formal teacher-directed assessment.

By the end of the EYFS, some children will have exceeded the goals. All children will be supported individually to make progress at their own pace and children who need extra support to fulfil their potential should receive special consideration.

Transition, continuity and coherence

A high-quality Early Years' experience provides a firm foundation on which to build future academic, social and emotional success. Key to this is ensuring continuity between all year groups and that the children's social, emotional and educational needs are addressed appropriately. Transition should be seen as a process, not an event, and should be planned for and discussed with children, parents and Year 1 teachers. At St Christopher's we communicate information, which will secure continuity of experience for the child between year groups. We use the summative assessment of each child recorded in the EYFS Profile to support planning for learning in Year 1. Year 1 teachers are familiar with the EYFS and likewise EYFS teachers are familiar with the KS1/KS2 curriculum.

Key Stages 1 & 2

In the Lower School (Reception, Year 1, Year 2 and Year 3) pupils are taught predominantly by their class teacher. The following subjects are taught by specialist teachers:

- Music
- Singing
- P.E.
- Spanish
- Mandarin
- Computing
- Chess (from Year 2)

All classes from Reception to Year 3 have a Teaching Assistant.

Year 3 pupils attend weekly swimming lessons at Swiss Cottage Pool (unless restricted by COVID-19-related restrictions)

In Years 4, 5 and 6, specialist teaching is introduced in:

- Maths

- English
- Science,
- DT
- Art
- PSHCE
- Religious Education
- Humanities
- Drama

Throughout the school, pupils are mostly taught in mixed ability class groups. The only exception is mathematics where up to three sessions per week in Year 5 and 6 are taught in ability groups.

Teaching Styles

The emphasis of teaching and learning at St Christopher's School is on encouraging pupils to become independent thinkers who can increasingly take control of their own learning with confidence. Thus:

- A variety of approaches to learning are promoted, including independent and collaborative working
- Open-ended questioning, higher level thinking and research is encouraged
- Investigative and problem-solving work is common
- Opportunities are provided for pupils to select their own level of difficulty of work, which is closely monitored by the teacher
- Teachers assess achievement and progress so that individual pupils can move onto more challenging work when they are ready
- Children are encouraged to discuss their work and communicate their findings in a variety of ways
- Pupils have the opportunity to reflect on their own learning through the use of the Thinking Hats and Habits of Mind
- Opportunities are provided for children to become involved in decision-making and target setting.

The Teaching and Equal Opportunity

The teaching is in line with the school's equal opportunities policy: every child feels that they are able to achieve success, and this is done by structuring lessons to allow for the range of abilities within the class. This school recognises that unconscious bias and direct and indirect discrimination could take place and therefore sees the need for a positive and effective equal opportunities policy, and will:

- promote the concept of opportunity throughout the organisation, both for those adults within the community of the school and for all pupils
- seek to develop an understanding of, and promotion of, human equality and equal opportunities and hold all people in equal esteem
- promote good and inclusive relations between members of different racial, cultural and religious groups and communities
- enable pupils to take responsibility for their behaviour and relationships with others
- set common tasks which are open ended and can have a variety of responses
- provide resources of different complexity depending on the ability of the pupils
- reward with praise all the efforts of pupils regardless of ability
- display all standards of work when appropriate.

Delivery

The school week provides approximately 22 hours teaching time for Lower School and 25 hours teaching for Key Stage 2. Within the academic year, time is allocated for curriculum enrichment and collaborative events e.g. residential visits, productions, cultural days, music concerts and workshops.

The curriculum is taught through discrete subjects and linked topic areas where relevant.

Planning

This is a process in which all teachers are involved:

- The foundation for all curriculum planning is the National Curriculum and the School Development Plan
- Regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.
- Policies and schemes of work for individual subjects are developed by Subject Leaders (in collaboration with the whole staff)
- Medium Term Plans are prepared by subject or class teachers. Subject Leaders monitor these plans to ensure they reflect the school's aims and ethos
- Weekly plans are drawn up for English and mathematics by individual teachers and monitored by the Assistant Head Academic, Head of Lower School or Subject Leaders
- Weekly and Medium-Term Plans are annotated to reflect the teaching and learning that has occurred and the pupils' response to it.

Child-initiated Learning

New topics are introduced with a discussion of previous learning and what areas the pupils would like to focus on. Once pupils are familiar with a topic the teacher will allow time for the pupils to discuss the areas they would like to explore further. Planning will then reflect the areas that the children wished to develop in, as well as meeting the learning outcomes the teacher needs to achieve. Within lessons children are encouraged to explore the activities in their own way, encouraging individuality and creativity.

Additional Educational Needs

The Learning Enrichment Coordinator assists staff in identifying pupils' difficulties and to plan teaching strategies. Pupil support and extension is offered to individuals and to small groups within the classroom or in the E-Pod. AEN and EAL pupils are regularly discussed and monitored among staff. More able children are provided with opportunities to extend their knowledge through differentiated tasks in the classroom and for homework. EAL pupils are provided with individual support by appropriately qualified staff.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors ensure that all pupils are provided with SMSC opportunities within the curriculum; see individual subject policies for how this is achieved in different subject areas.

Pupils' spiritual development is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- a sense of awe and wonder in learning about themselves, others and the world around them;
- a use of imagination and creativity in learning;
- willingness to reflect on their experiences.

Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England
- an understanding of the consequences of their behaviour and actions
- an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues

Pupils' social development is shown by their:

- use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, co-operating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern society.

Pupils' cultural development is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern society;
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Resources

Teachers select appropriate resources linked to the needs of the pupils and the desired outcome of lessons. Teachers have access to a wide range of teaching materials including textbooks, teacher resource books and websites. Staff are also encouraged to create their own resources so as to ensure they fit the specific needs of the pupils.

Teachers and pupils also have access to a central bank of mobile technologies: Chromebooks and iPads. There is a timetable and record-of-use document which must be completed when these mobile technologies are used. A record will also be on the Medium-Term or Weekly Planning. These technologies are stored in a charging unit on the top floor of the main building and in 5M and 6T classrooms. Staff are responsible for accessing and returning the devices. The IT manager will ensure the devices are locked at the end of the day. The IT manager ensures all devices are kept up to date with the relevant level of security.

Teachers must consider the benefits of using these technologies before use, ensuring they are enhancing the teaching and learning experience. If teachers would like to purchase a new app an 'iPad App Request Form' must be completed and sent to the appropriate member of staff for consideration. Before purchasing, this member of staff will make a judgement based on the app's potential effects on teaching and learning and the app's age rating.

The Assistant Head Academic will monitor usage so as to ensure these technologies are used effectively to provide good quality teaching and learning.

Roles and Responsibilities

The Head takes overall responsibility for the curriculum. The overall effectiveness of the school's approach to the curriculum is monitored by the Governing Body via termly meetings of the Education Committee; a summary of main findings is shared with the whole Board termly.

The Senior Leadership Team promotes whole school approaches that encourage enthusiasm for learning and continuous improvement among pupils. SLT members carry out learning walks, pupil voice exercises

and book scrutinies in order to observe the implementation of the curriculum, and to monitor pupil achievements and the effectiveness of teaching strategies, ensuring they are in line with our aims, ethos and policies. They evaluate findings and develop approaches to improve attitudes and achievement continuously.

The Assistant Head Academic co-ordinates the work of the Subject Leaders and ensures that the curriculum has progression and appropriate coverage. Formative and summative assessment data is regularly reviewed by the Assistant Head Academic to ensure it is responded to effectively within the curriculum.

Subject Leaders oversee their subject, checking that it is implemented consistently and effectively in line with the agreed policies. They monitor the attitudes and achievements of the whole school and groups of pupils in their subject and develop approaches to improve their area.

The Head of Lower School monitors progression in Reception and Years 1-3.

Opinions relating to the curriculum are sought from staff and governors at their regular meetings.

Appropriate intervention will take place, and support provided, where standards fall below those expected.

Relationship and Sex Education

The school provides relationship and sex education in the PSHCE curriculum for all year groups, in which pupils are encouraged and guided by moral principles and taught about families and people who care for them; respectful relationships, including friendships; being safe, including online and the NSPCC Pants Rule; growing and changing, including puberty in Year 5.

A full statement of the school's relationship and sex education policy is available to parents. It has been drawn up in consultation with parents, staff and governors. It has regard for the government's guidance in Relationship Education, Relationships and Sex Education (RSE) and Health Education Guidance last updated July 2020.

In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their children from any other part of the sex education provided. In such cases, the Head will invite the parents for a discussion on the sex education curriculum and its intended outcomes.

Celebration of Achievement: building Self Esteem and Self Worth

Celebration assemblies are held each fortnight recognising the achievements of our pupils. Effort and growing talents of individual pupils are celebrated in the whole school assembly.

The awarding of house points also encourages pupils to do their best both in their schoolwork and in their behaviour towards others.

Display boards in the annex are used to celebrate the work of individuals.

Special recognition Owl awards are given out at the end of each term.

Good work is shown to the Head or Subject Leaders.

A whole school spreadsheet is used to monitor awards, responsibilities and roles played in school productions.

Co-Curricular Activities

A wide range of activities is offered at the start of each term (though more limited during Covid-19). Parents of children wanting to attend such activities are asked to sign a consent form and places are allocated after a ballot is held if demand is high. All teaching staff participate in the provision of cocurricular activities at some stage during the year. The form teacher monitors the participation of their pupils in co-curriculum activities, ensuring balance and wellbeing are preserved.

Homework

Homework is considered to be a valuable element of the teaching and learning process and is given throughout the school (see Homework Policy).

Assessment, Recording and Reporting

(See Assessment and Marking Policies)

APPENDIX: REMOTE LEARNING

The guidelines below outline our provision during periods of remote learning. Our aim is to provide continuity of learning for the pupils during term time and to ensure that connectivity is maintained within the St Christopher's community. Our priority is to ensure that the progress of our pupils can be maintained as much as possible and is not adversely impacted.

In form time, class teachers have spoken to the pupils about expectations while completing work at home.

Remote learning for pupils who are in self isolation

If pupils are required to self-isolate in line with advice from Public Health England, the school will continue to make every effort to provide appropriate material remotely to ensure continuity of education.

- School secretary informs class teacher and SLT of absence.
- School secretary populates 'pupil quarantine doc' and circulates to all staff by 3pm each day.
- Form teacher liaises with Head of Lower School (R-Y3) or Assistant Head Academic (Y4-6) about curriculum provision if needed. Provision will respond to the needs of the individual pupil.
- Form teacher/subject specialist populates this doc outlining provision for pupils.
- Work will be provided via Google Classroom.
- Day One at Home work uploaded to Google Classroom stating what pupils should do on their first day of isolation.
- From Day Two, tasks will be uploaded by 6pm for completion the following day.
- Pupils should engage with all activities set each day. Once they have understood a task, they should complete it independently.
- Regular live sessions for English and maths will be provided by Zoom, and some other live sessions will occur across the curriculum. This will vary across year groups and subjects. Details of these sessions will be on Google Classroom each evening.
- Teachers state which subject specialist lesson will be via Zoom each day on class timetable.
- Pupils may communicate with staff using Google classroom stream; teachers will respond as promptly as possible keeping in mind that they are teaching lessons in school.
- Pupils can join form times and assemblies on Zoom, as appropriate.
- Where marking is required, teachers will complete this and feedback promptly.
- 1:1 wellbeing sessions with the form teacher/subject specialist will be provided weekly for the pupils.
- Parents may communicate with teachers via email and 1:1 Zoom meetings can be arranged via the teacher.

Remote teaching for staff who are in self isolation

If teaching staff are required to self-isolate in line with advice from Public Health England, the school will continue to make every effort to provide appropriate material remotely to ensure continuity of education.

- Staff to inform SLT of their absence
- Staff will upload teaching materials/lessons/activities to Google Classroom in line with their timetable
- Staff Zoom links saved in a document on the network so cover teachers can access them (timetable to coordinate)
- Live interaction for lessons via Zoom will be provided, as appropriate.
- Where marking is required, teachers will complete this and feedback promptly

Remote teaching and learning in case of enforced temporary school closure

If the school has to undergo enforced temporary closure due to government and/or public health guidelines, the following will apply:

- On the first day, crisis work to be shared with pupils on Google Classroom. Teachers to upload a short recording as an introduction to remote learning.
- A form time will take place after 2pm on day one so pupils are made aware of the remote learning process.
- All activities will be provided via Google Classroom. Not all subjects will be taught discretely. In Lower School a topic focus may be used. In KS2, teachers may coordinate lessons for cross-curricular links.
- Tasks will be uploaded by 6pm for completion the following day.
- Pupils should engage with all activities set each day.
- Pupils may communicate about activities with staff on the stream.
- Where marking is required, teachers will complete this and feedback promptly.
- Live sessions will be provided by Zoom, as appropriate. This may vary across year groups and subjects.
- 1:1 wellbeing sessions with the form teacher/subject specialist will be provided weekly for the pupils via Zoom.
- Parents may communicate with teachers via email and 1:1 Zoom meetings can be arranged via the teacher.

Communication with school and teachers

- Parents should communicate regarding illness and absence via the school secretary, Secretary@stchristophers.london
- Parents will be able to communicate with their child's form teacher or specialist teachers directly by email as usual.
- Parents wishing to contact the Head should contact Headspa@stchristophers.london

- Parents are asked to respect normal working hours when they contact the school and teachers - these are 8.30am – 4.30pm.

General guidelines for parents overseeing remote learning

Establish routines and expectations.

- Keep to normal bedtimes and wake-up routines
- Follow the lessons provided daily
- Uniform should be worn daily
- Schedule regular breaks which should normally involve physical activity.

Organise where your daughter will be working.

- Establish a space/location where your daughter will be working most of the time
- Ideally, it should be quiet and have a good wireless internet signal
- Ideally a parent or carer should be close at hand to monitor the day's learning as it happens, with pupils having the opportunity to participate in lessons in an independent way.

Monitor communications from your child's teachers.

- Please look at details about how teachers and the school will communicate with you and your daughter
- You may of course contact your daughter's teachers via email with questions, but please appreciate that they may not be able to respond until the end of their teaching day
- Please check settings on your computer. Parental settings on home devices should be set in an appropriate way to filter out any inappropriate content, as the school cannot take responsibility for the settings on home devices during the period of remote learning.

Check-in with your daughter at the start of the day and monitor her progress.

- Has she understood the task she been set?
- Does she need support to get started?
- Check on how much time should be allocated to a task. We will supply guidelines for this, and we recommend strongly that you do not exceed the time limits set by the teacher for any given task
- Check how your daughter is feeling about the work. Please don't do it for her, but if she is struggling, be prepared to support her if you can. You can then communicate this information to her teacher.

Encourage physical activity and exercise.

- Encourage movement and exercise regularly between sitting activities.