



St Wistan's
A REPTON SCHOOL

CURRICULUM POLICY

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1. INTRODUCTION

St Wystan's School believes in the concept of lifelong learning, through providing a positive, rewarding and enjoyable experience. Our teaching equips pupils with the attitudes, skills, knowledge and understanding necessary to be able to make informed choices about their futures. We believe that appropriate teaching and learning experiences within the curriculum promote positive, responsible young people who can cooperate with others while developing knowledge and skills to reach their potential.

Planned activities are all those organised to promote learning, personal growth and development. They include not only the formal requirements of the curriculum, but also the wide range of extra-curricular activities that help to enrich the experience of the pupils to ensure they are confident and well balanced. Extra-curricular clubs are announced each term to offer a wide variety of activities for all children to experience.

There is also the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave. These opportunities are available in a wide range of learning environments in our school, some formal, some informal, including EYFS, Pre-Prep and Prep departments, clubs, Forest School, library, sports/music facilities, after-school care, day trips and residential trips.

The opportunities provided take account of the range of skills, knowledge and understanding, dispositions and values required for a personally rewarding life, productive future employment and effective citizenship. This is important in a multicultural society.

The planning of the curriculum should also recognise the changing needs of society and the interests of the children. Planning will also provide appropriate opportunities to actively promote fundamental British Values. This policy provides a framework that translates the values and aims of the school into effective teaching and learning.

2. CURRICULUM AIMS AND PRINCIPLES

Our ethos is to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach which uses attitudes, skills and knowledge as the cornerstones of learning. Our overarching principles are based around delivering the curriculum using an independent thinking skills approach, which involves learning habits that encourages depth of understanding in every subject. We provide a broad and balanced curriculum with access for all to mathematical, scientific, linguistic, technological, social, physical and creative areas.

We achieve this by:

- Enabling pupils to become confident, resourceful, enquiring, creative and independent learners with a positive attitude to learning.
- Fostering pupils' self-esteem and helping them build positive relationships with other people.
- Developing pupils' self-respect and encouraging them to respect the ideas, attitudes, values and feelings for others.
- Showing respect for all cultures and, in doing so, to promote positive attitudes towards other people.
- Enabling pupils to understand their community and helping them feel valued as part of this community.
- Helping pupils grow into reliable, independent and positive citizens.
- Enabling all pupils to learn and develop skills to the best of their ability.
- Helping pupils achieve.
- Economic well-being.
- Enabling the pupils to feel safe and secure with a zero tolerance towards bullying.

- Having a comprehensive PSHEE programme, including consideration for the wellbeing of the children.

3. EFFECTIVE LEARNING

We acknowledge that pupils learn in many different ways and we recognise the need to develop a variety of different strategies and differentiation that allow pupils to learn in a way that is best suited for them. If a pupil requires academic support, we aim to meet individual needs by initially the class teacher assessing their needs. Work that will either challenge or support the individual will be set, along with the necessary resources. If a pupil requires further assistance, teachers will refer any concerns to the SENDCO, who will follow procedure according to our Special Needs and Disabilities Policy.

The curriculum will cater for the needs of those pupils with an Education, Health and Care Plan (EHC), the most able and those who are experiencing any learning difficulties. Where a pupil has an EHC Plan, the education offered will enable the fulfilment of its requirements.

We offer opportunities to learn in different ways including:

- Visits of educational interest
- Creative activities
- Outdoor education (Forest School)
- Interdependent work
- Independent work
- Whole class work
- Asking and answering questions
- Investigations and problem solving
- Use of computing skills
- Watching educational clips
- Physical activities
- Drama, role play and oral presentations
- Designing and creating
- Research into topics

We cover all the national curriculum subjects in Pre-Prep and Prep. The EYFS teach the seven areas of learning: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the world and Expressive arts. Our Early years pupils are taught through a balance of adult-led and child-initiated activities, rooted in play. More details to this can be found in our separate EYFS Curriculum Policy.

As a whole school, we actively promote a growth mindset attitude to teaching and learning, which encompasses a Thinking for Learning approach, taught through our Eight Habits for Learning. This increases individual awareness of learning and how each pupil can become a better learner. As a result, they will develop skills to support them for life, such as managing impulsivity and persistence. These are encouraged across all areas of the curriculum.

4. EFFECTIVE TEACHING

When teaching, we provide a challenging and stimulating curriculum designed to enable all children to reach the highest standards of personal achievement. We recognise and are constantly aware of the needs of each individual child according to ability and aptitude. Thus ensuring that learning is progressive and continuous for each child's needs. We encourage and provide good role models by being punctual, well-prepared and organized. Teachers at St

Wystan's have a positive attitude to change and the development of their own expertise, therefore keeping up to date with the latest teaching policies and strategies. St Wystan's School continues to foster links with the local community, to prepare pupils for the opportunities, responsibilities and experiences of adult life. St Wystan's staff ethos encourages and supports collaborative work with a shared philosophy and commonality of practice.

5. ORGANISATION AND PLANNING

When planning, we give regard to individual needs, targets and assessments. We plan our lessons with clear learning objectives, set out in the national curriculum. Long-term plans indicate which topics are to be taught each term. At the start of a subject area or genre, we assess children's prior knowledge through administration of a cold-task. This ensures that our teaching and learning is always progressive and continuous. This then informs our short term plans, which are completed weekly covering information about the activities, differentiation, resources and assessments.

6. WITHIN THE CLASSROOM

Each teacher aims to establish positive working relationships with their pupils and treat them with kindness and respect. All pupils are treated fairly and given equal opportunities to take part in class activities. We expect all pupils to comply with the school rules and praise them for their efforts above everything else. Children are encouraged to show persistence, grit and resilience in all subject areas and are provided opportunity to do so. They are praised for showing courage in attempting challenges. The children are then able to progress through self-reflection of their learning. We insist on good behavior through our positive behavior policy and assembly themes. We take every precaution to ensure that all activities are safe for pupils, in and outside of the classroom.

Our classrooms are attractive and interactive learning environments. Displays are updated regularly to reflect the topics being studied and pupils' work is displayed in the classrooms and around the school. A range of teaching and learning resources are available to support all areas of the curriculum. Classroom assistants work with individuals and groups to ensure that their needs are met.

7. OUTSIDE THE CLASSROOM

Children have many opportunities to experience life outside the classroom. This may be through our Forest School curriculum, sporting opportunities, clubs and trips. All children from EYFS through to Form 6 have the opportunity to experience day trips linked to their class topics, including the theatre or the philharmonic orchestra. Residential trips are held each year on rotation for the Prep (Y3-Y6) children. Year 3/4 visit Kingswood one year and Edale the next for 1 or 2 nights. Whereas Year 5/6 visit PGL and also Chateau Warsy in France for 4 nights.

8. THE ROLE OF PUPILS

At St Wystan's we promote and develop independence. This is achieved by insisting on the pupils:

- being punctual and ready to begin lessons on time;
- being organised – bringing necessary kit, completing homework promptly, returning and changing reading books regularly;
- conducting themselves in an orderly manner, in line with the expected code of discipline;
- taking responsibility for their own learning.

9. THE ROLE OF PARENTS

We believe that education requires a collaborative approach, where the child, staff and parents play important parts.

Parents can help by:

- ensuring that children attend school in good health maintained by adequate diet, exercise and sleep;
- ensuring that pupils attend school regularly, eschewing school holidays;
- providing support for the discipline within the school;
- being realistic about their children’s abilities and offering positive encouragement;
- respecting their class teacher’s expertise and decisions;
- participating in discussions concerning their child’s progress and attainment;
- ensuring early contact with school to discuss matters which affect a child’s happiness, progress and behaviour;
- giving due importance to homework, hearing reading, and assisting in the learning of tables and spellings;
- allowing their children to take increasing responsibility as they progress through school.

We believe that parents have a fundamental role in helping pupils to learn. We do all we can to inform parents about what and how their children are learning by:

- Using home/school diary for communication;
- Holding parents' evenings twice a year;
- Presenting each new parent with a parent handbook setting out curriculum aims.
- Sending regular newsletters;
- Explaining to parents how they can support their child with homework / learning at home;
- Setting targets for the Key Stage 1 and 2 pupils which are discussed with the parents and pupils;
- Curriculum Evenings;
- Providing Curriculum Skills Maps.

10. STRATEGIES FOR TEACHING AND LEARNING

The amount of time dedicated to each subject is flexible as subjects are integrated through a topic-based approach. Form teachers aim to achieve a parallel balance between the subjects throughout the year dependant on the topic chosen, although core subjects of English and Maths will usually fulfil 50% of a weekly timetable. A timetabling guide below gives a close balance of the areas of study.

	Percentage	Periods/Weeks
Mathematics	22.5	9/40
English (Writing/Reading)	22.5	9/40
Topic:	30	12/40
• Science		
• History		
• Geography		
• Computing		
• Art/Technology		
Music	5	2/40
French	5	2/40
Religious Education	2.5	1/40
PSHEE	2.5	1/40
PE/Games/Swimming	10	4/40

11. AT EARLY YEARS FOUNDATION STAGE (NURSERY AND KINDERGARTEN – PLEASE SEE EYFS CURRICULUM POLICY) our curriculum is largely organised around the seven areas of learning wherein:

- An annual programme of topics / predicted interests are followed;

In Kindergarten, Mathematics and English Language development activities are taught within the topic framework;

AT KEY STAGE 1 AND 2 our curriculum is also topic lead.

- The predominant mode of working is class teaching, although there is an emphasis on individual work to allow for the differentiation of pupils where appropriate;
- Within this structure relevant discussion is encouraged, although some periods of the day are set aside for silent work.

SPECIALIST TEACHING:

- Early Years Foundation Stage: Music, PE and French for Nursery and Kindergarten;
- At Key Stage 1: Music, French, PE and Games;
- At Key Stage 2: Music, French, PE, Games and Drama.

RELIGIOUS EDUCATION

Pupils' knowledge and understanding of different major world religions are explored. We enable pupils to develop a sound knowledge of not only Christianity but also of other world faiths.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHEE)

The school aims to prepare children for adult life. We provide them with the skills to express themselves with confidence and clarity. PSHEE is delivered as a discrete subject. The programme reflects the school's aims, ethos and values and encourages respect for other people and pays particular attention to our Habits for Learning skills. Pupils are taught respect in every sense of the word. It is our goal for the children to have a special tolerance and robustness, which exemplifies core values. They are to be emotionally knowledgeable and skilled, prepared for any challenge life asks of them.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT (SMSC)

British values are actively promoted in assemblies, lessons and reflected during celebrations, such as the Harvest Festival and celebrations of Christmas and Easter. Pupils are taught about respecting others of different faiths and beliefs and are taught about the important celebrations of other cultures. Pupils are also taught about democracy, respect for the rule of law and its role in a democratic society, respect for English institutions such as the police and army and they are taught about the importance of individual freedom of expression and the negative aspects of discrimination.

There is a School Council. Pupils are given the opportunity to vote for their school counsellors each year. They are encouraged to put forward ideas for discussion at the School Council as way to practice contributing to a democratic process. Positions of responsibility are created, including Head Boy and Head Girl and House Captains. Whenever possible, staff will develop the children's responsibilities, for example, looking after classroom registers and resources. Pupils are encouraged to get involved in the local community through educational visits and participate in community events, like Radio Repton (during lockdown) and fundraising for local charities, for example, the YMCA Food Bank and the local Rainbows hospice.

Commercially available schemes of work are used where appropriate to support the teaching of RE and PSHEE.

Homework is considered to be a valuable element of the teaching and learning process. Therefore:

- Children are encouraged to work at home on a regular basis;
- It is expected that all children will read at home with their parents/carer;

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- Children will have spellings (from Year 1) to learn at home;
- Children who have made insufficient effort during class time may be asked to complete work at break or home time;
- Extra homework tasks for each subject areas may be given, Years 5 and 6 will have a homework timetable;
- Further practice in basic skills (e.g. handwriting) may be set at the discretion of class teachers;
- All pupils in the Uppers have homework diaries. All pupils in the school have Reading Records.

Excellence is celebrated through:

- Displays;
- School positive reward system;
- The pastoral House system.
- Celebration assemblies

12. STRATEGIES FOR ENSURING PROGRESS AND CONTINUITY:

Planning is a process in which all teachers are involved:

- An annual Topic, English, Maths and Science overview is drawn up by staff in each Key Stage and is carefully balanced to ensure full coverage of the National Curriculum;
- Half termly Curriculum Skills Maps are planned ensuring overviews are covered in greater detail and how subjects are interlinked with the main topic. These are also displayed within the classrooms;
- Weekly timetables and planning overview containing information about Learning Objectives, tasks, differentiation, resources and assessments are submitted to the Headteacher;
- Subject overviews and frameworks for individual subjects are developed by Subject Leaders;
- Regular staff meetings, held weekly and at the start of each term, are used to discuss various aspects of the curriculum and to ensure consistency of approach and standards
- Staff in Nursery and Kindergarten each meet weekly to discuss children's learning and development needs and plan for the following week.

Feedback to pupils about their progress is achieved through the constructive marking of work using the new marking scheme. Target-setting is in place.

13. EFFECTIVE MARKING:

- Aims to help children learn, not to find fault, and comments aim to be positive and constructive using colour coordination – Pink for good, Green for growth;
- Ensures children can edit and improve their work by setting a Read and Respond comment (RAR);
- Is often done while a task is being carried out through discussion between child and teacher;
- Written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time – this will vary according to age and ability.

14. COVID-19

The curriculum will be adapted as appropriate to take account of exceptional events such as Covid19. This is explained in the 'Staying Connected Guidance for Parents' that is available to support remote learning.

15. REVIEW

Ongoing evaluation is essential so that we can modify and improve our teaching in the future.

Teachers are encouraged to reflect on their strengths and weaknesses and plan their own development needs accordingly as part of the school Performance Management System. Subject Leaders review frameworks of work and follow national guidelines monitoring the subject within their department and ensuring appropriate teaching strategies are used. INSET needs are driven by this ongoing evaluation process and the subject leaders regularly meet other staff to ensure continuity and progression.

This policy will be reviewed on a two-year rolling programme.

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