

Curriculum Organisation and Record Keeping Policy

St Teresa's School

Mission Statement

Inspiring and achieving together, using our unique talents given to us by God.

Last updated: July 2019

Next review date: July 2021

Introduction

We believe that all our pupils should grow up to be independent learners who are able to explore their thinking within a curriculum which is relevant, engaging and scholarly. Pupils study a broad and balanced curriculum which is centred on the key skills of literacy and numeracy. In the Pre-School, we lay the foundations for future learning, as children begin to explore and understand the world through a combination of structured and child-initiated activities. As children progress through the school, we focus increasingly on academic skills and as they grow in confidence and independence they are introduced to new and challenging experiences to foster independent learning. We differentiate according to pupils' ages, aptitudes and needs, including those pupils with an EHC plan, in order to ensure that each is challenged and his or her talents fostered. When pupils leave St Teresa's, we want them to be confident and independent learners with a sense of purpose who are ready to embrace the challenges of the next stage of their education, and for their future as part of our British society. Fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs are embedded (see Strategy for Fundamental British Values).

Our school curriculum is underpinned by the values that we hold dear at 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. Through our classroom curriculum and extra-curricular activities, such as problem-solving challenges, sporting events and thinking skills, we aim to give children the opportunities to develop their resilience and perseverance; characteristics which will underpin their future success.

Aims

- To engage children through interesting topics and hands-on activities.
- To make meaningful links between subjects.
- To develop children's skills, knowledge and understanding of a range of themes and concepts.
- To make effective connections to the real world.
- To help children to think creatively and solve problems.
- To develop children's capacities to work independently and collaboratively.
- To enable children to make choices about their learning.
- To take account of children's interests and fascinations.
- To nurture a Catholic ethos and strive to develop a living faith through prayer, liturgical celebrations and maintaining strong links with our parish community.

Our approach -

- develops children to the best of their abilities
- helps children to find their passions and interests
- facilitates children's acquisition of knowledge, skills and understanding

- helps children to develop intellectually, emotionally, socially, spiritually, physically and morally
- assists children in becoming independent, responsible, useful, confident and considerate members of the community
- promotes a positive attitude towards learning, so children enjoy coming to school
- helps children to acquire a solid basis for lifelong learning
- creates and maintains an exciting and stimulating learning environment
- ensures that each child's education has continuity and progression
- enables children to contribute positively within a culturally diverse society

Curriculum details

All pupils of compulsory school age attend full time.

EYFS Curriculum

Pupils in the Pre-School attend for a varying number of sessions. In the EYFS we follow the EYFS Statutory Framework.

The curriculum for EYFS pupils is based on three prime areas and four specific areas.

The three prime areas:

- Physical Development – moving and handling; health and self-care
- Personal, Social and Emotional Development – self-confidence and self-awareness; managing feelings and behaviour; making relationships
- Communication and Language – listening and attention; understanding; speaking.

The four specific areas:

- Literacy: reading; writing
- Numbers: numbers; shape, space and measure
- Expressive Art and Design: exploring and using media and materials; being imaginative.
- Understanding the World: people and communities; the world; technology.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The EYFS also includes the characteristics of effective teaching and learning. The Pre-school and Reception teachers plan activities within the Pre-school and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

Further details of the EYFS curriculum can be found at www.foundationyears.org.uk/eyfs-statutory-framework.

Key Stage One and Two Curriculum

In Key Stage One and Key Stage Two the curriculum fulfils and extends the content of the new National Curriculum, in the following areas specifically:

R.E.	Art	Geography	P.S.H.M.E.
English	Design and Technology	History	Music
Mathematics	Drama	Computing	
Science	French	Physical Education	

The curriculum across the school begins the process of preparing the children for the opportunities, responsibilities and experiences of adult life. The curriculum in each Key Stage is designed to facilitate children's acquisition of knowledge and skills and give them experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Pupils also acquire and develop their skills in speaking and listening across subjects. The personal, social, health and economic curriculum is covered within PSHME and reflects the school's aims and ethos; encouraging respect of other people, irrespective of age; disability; gender; race; religion or belief.

Subject leaders ensure that long and medium term plans for each curriculum area are appropriate for the ages and abilities of pupils. Class teachers will liaise with the SENCo to adapt material where necessary to cater to the needs of pupils who have been identified as able, gifted and talented or those who require learning support, including those pupils with an EHCP.

Daily plans which show individual lesson content, activities, homework and details of differentiation, are kept by teachers.

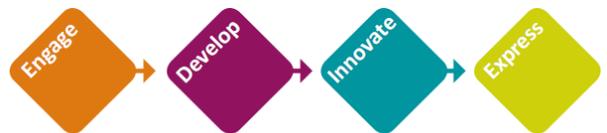
A termly curriculum map is published on the school website, showing topics for the term.

Cornerstones Curriculum

Our curriculum in Key Stage One and Two is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express.

These are four distinct stages that actively promote children's learning and thinking. The Four Cornerstones of Learning link explicitly to pupils' spiritual, moral, social and cultural development.

The focus for teaching and planning in each Imaginative Learning Project (ILP) is as follows.



Engage

- hook learners in with a memorable experience
- set the scene and provide the context
- ask questions to provoke thought and interest
- use interesting starting points to spark children's curiosity

Develop

- teach knowledge to provide depth of understanding
- demonstrate new skills and allow time for consolidation
- provide creative opportunities for making and doing
- deliver reading, writing and talk across the curriculum

Innovate

- provide imaginative scenarios for creative thinking
- enable and assess the application of previously learned skills
- encourage enterprise and independent thinking
- work in groups and independently to solve problems

Express

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

Each ILP begins with a memorable experience that stimulates children's curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects usually last a half term in Advent and Lent terms and a full term in the Trinity term.

English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum. Spoken language is promoted throughout the curriculum and across all subjects.

Mathematics is also a core subject and is taught discretely. However, where relevant, mathematics is linked to ongoing project work.

Science is fully covered throughout the curriculum. Some ILPs have a science focus, and others will have less of a scientific emphasis. Scientific enquiry is also delivered through the Cornerstones *Love to Investigate* scheme and other discrete units of work.

The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum.

(Full details of the curriculum in each of these subjects is given in the individual policies.)

SEN

If a child has special needs, the school does all it can to meet these individual needs. It is our aim that all pupils will reach their potential. We identify pupils who may be under-achieving and take steps to improve their attainment. The class teacher will liaise with the SENCo and if appropriate, assessments and or Individual Education Plans will be initiated to provide strategies and targets to improve learning. All classes have access to teaching assistant, providing opportunities for support of individuals and groups within the classroom. In addition, some groups will receive more focused 'booster' sessions where appropriate. Activities in these sessions are linked to the work carried out within the classroom to ensure continuity.

Able, gifted and talented children are stretched through differentiated work and challenges. When working with the whole class, teachers will direct some questions towards the more able to maintain their involvement. There are able, gifted and talented groups that run each week. These provide children with a range of activities to sharpen and extend their knowledge and skills.

Extra-curricular activities

In addition to the main subjects, all pupils have the opportunity to be involved in many other activities:

- Clubs - for example Chess, Drama, Computing, Spanish and various musical clubs
- Residential trips - including a trip to France in Year Six
- Annual events - for example St Teresa's Day, singing at the switching on of the Princes Risborough Christmas lights, the Easter procession, performing in the Risborough Festival and themed weeks
- Local, regional and national sports competitions
- A range of visits to places such as Tring Museum; Buckinghamshire Railway Centre; Brush Hill; Sulgrave Manor; Roald Dahl Museum; Whipsnade Zoo and the Ashmolean Museum
- Visiting speakers and workshops such as Young Shakespeare; Wycombe Museum; Perform Drama; CAFOD and the local police
- "Explore Learning" workshops for Mathematics and English
- Instrumental music lessons are available on a range of instruments
- All pupils take part in the biennial drama production.

Record keeping

The purpose of academic record keeping is:

- To ensure continuity of learning and progress
- To inform assessment of children's needs and abilities
- To assist in the planning of appropriate classroom activities
- To provide parents with accurate, relevant information about their child.

Records kept include:

- A termly report or report card is produced for each child in Reception, Key Stage One and Two. The February report focuses on core subjects (including Religious Education), whilst the July report covers the entire curriculum
- Each teacher maintains records of each child's progress, informed by their regular marking, assessment and observations of children's work.
- Assessment files, independent writing books and personal files for each child, containing assessments and data
- Class files are centrally located. These contain collated records of assessments, reviews and other relevant information.